

THE MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF KAZAKHSTAN

PAVLODAR STATE PEDAGOGICAL INSTITUTE

**URGENT PROBLEMS
OF SCIENCE AND EDUCATION
IN THE GLOBALIZING WORLD**

**THE MATERIALS
OF INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE
OF YOUNG SCIENTISTS IN ENGLISH LANGUAGE**

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The collection includes materials of the international scientific-practical conference of young scientists in English “Urgent problems of science and education in the globalizing world”.

The main sections of the collection cover the following issues: innovations in education, urgent problems of modern linguistics in education, problems of social and human sciences in the modern educational paradigm, current issues of natural sciences and physical-mathematical sciences in education.

The collection is intended for teachers of higher and secondary education, doctoral and postgraduate students.

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DEAR PARTICIPANTS AND VISITORS!

I would like to use this opportunity to welcome the participants of the conference, which is taking place in Pavlodar State Pedagogical Institute 30th of January this year.

International research and practice conference “Urgent Problems of Science and Education in the globalizing World” has started at the institute today. Scientists, professors, specialists from Pavlodar, Astana, Almaty, Taraz, Taldykorgan, Karagandy and many other cities of Kazakhstan, as well as countries of the near and far abroad participate in the conference. Pavlodar State Pedagogical Institute is the initiator and organizer of the International English-speaking Conference for young scientists as the Institute has started to train multilingual teachers in the field of natural sciences and humanities.

The conference is held under the aegis of globalization in trans-boundary nature of the scientific information space which makes international collaboration in science and education matter absolutely necessary.

The Conference is a good platform for effective communication of the young and experienced scientists, which has great potential for cooperation with domestic and international scientists and experts. I hope that the dialogue at the conference will contribute to productive solutions of the most pressing problems in the field of science and education.

In the age of globalization, the expansion of dialogue among cultures and exchange of information advanced the idea of necessity to communicate peoples with each other. There is convincing evidence that the ideas of multilinguism advanced by President Nursultan Nazarbayev, is very actual, nowadays, in his annual sending and speeches he repeatedly declares about the importance of multilingual education and mastering English to open Kazakhstan for the world and to obtain new technologies and scientific information at first hand. The present conference is a significant public event for scientists, which traditionally brings together representatives of scientific and creative professional communities and respected experts. The forthcoming conference will undoubtedly add to the cooperation of the scientists and experts through using English as the language – link in scientific communication including implementation of mutual projects in such areas as the humanities, natural sciences, education and other spheres of human activities.

I am confident that the proposals and recommendations made in the course of the conference will meet with great demand.

I wish the utmost success to the conference, which, undoubtedly, will make significant contribution to further development of multilinguism in higher education and science.

I wish the participants of the conference fruitful work and greater successes in achievement of the planned goals.

*Rector of Pavlodar State Pedagogical Institute
Doctor of philosophical sciences, Professor*

 N. Arshabekov

INNOVATIONS IN EDUCATION

STRUCTURING THE TEACHER OF NEW FORMASHION: REALIAS AND PROSPECTS

N.R. Arshabekov

a rector of Pavlodar State Pedagogical Institute Kazakhstan

The theme of professional development of teachers – is the main issue of the Head of the Government. Nursultan Abishevich Nazarbaev is paying a great attention to the increasing status and image of the teacher.

In his interactive lecture “Kazakhstan to the way of society of knowledge” by name, the President of the country noticed that “...it is better to begin to develop individual qualities of our children from secondary school: to make an analysis, to think creatively, quickly react to the changing situation, to make an ability to organise various kinds of activities by self and be ready to continuous self-education.” The leader of the country has called us “to work constantly under self, to increase your education, professional competences”.

In realization of such a serious assigned task: nowadays are making thorough modernization of the content of pedagogical education, rising its quality.

Pavlodar State Pedagogical Institute makes the project on correction of nine education programs using the fist-rate experience to improve basic and vocational education of the intended teachers.

Nowadays PSPI trains polylingual teachers of the Natural Studies. There is a group of teachers who obtain an additional higher education at the Foreign languages department according to individual educational strategies in order to widen the sphere of educational opportunities for realization polylingual teaching. A group of teachers undertake an inter-ship at abroad universities within the program “Bolashak”.

Educational surrounding is being upgraded on basis of e-learning, modern system of social partnership and institutionalization of innovative regional educational sphere is being formed.

In his message to people of Kazakhstan “Social-economic modernization – the main goal of the development of Kazakhstan” the president of the Republic pointed out the necessity of the wide spreading experience of Nazarbaev University and Intellectual Schools concerning the whole system of Kazakhstani Education. Moreover, we should raise the quality of pedagogical society, to actualize the standards of the basic pedagogical education, to strengthen the requirements to the qualifications of school teachers and educational institutions.

Nowadays a completely new system of increasing the development of teachers' skills and experience is established.

In accordance with the Head of the Government order of raising the quality of pedagogical staff, “Nazarbaev Intellectual Schools” fulfills the project on development of pedagogical craft through three-level programs of raising the teachers' qualification, worked out by the World examination Council of Cambridge University, and prepared by the Centre for Pedagogics with the

participation of the main experts of the educational development of Cambridge University.

Nowadays there are 35 special schools where the new programs, plans and methods of modern teaching are introduced. However, higher education institutions turned out to be just observers in this work. By this time only 29 trainers are prepared.

It is crucial and socially significant to follow the principle of continuity between the educational levels. Otherwise the revolution, I'm not afraid of this word, is taking place just in schools; as for higher education institutions and universities, they continue to prepare teachers according to traditional approaches of classical pedagogical education. Introducing new courses does not change the matter. The graduates are not ready for the new realities, which are expected in schools. It is necessary to break the old tradition, but we must do it gradually.

As the results of retraining at courses, where the teachers of our Institute take an active participation in the program “New approaches in teaching and learning” is very actual for approbation at Pedagogical Institutes. Moreover, it provides the continuity in professional preparation of a teacher of new generation in the Republic of Kazakhstan.

A teacher of a new formation is the one with a structured vision of professional practice. This vision should already be formed in the institutions of higher education.

Due to this purpose the update of pedagogical disciplines content “The methodology of psychological and pedagogical researches” not only for the students of 5B010200 “Pedagogic and methodology of primary education” or 5B010300 “Pedagogic and psychology” specialties but for the whole group of specialties as “Education” is provided.

The materials for teaching talented and gifted students are planned to be used for working out the basic and elective courses for students of “Musical Education”, “Design”, “Mathematics” and others.

The content of “Series planning of consecutive lessons” program is valuable for preparing future teachers in such courses as “Teaching methods of pedagogy” and “Pedagogy”.

The “Assessment for education and assessment of education” part – in the courses as “Introduction to pedagogical profession”, “Self-knowledge”, “Teaching Methodology” and others.

Reality and dynamism occurring in the system of education hardly need the changers of “reformatting” of the preparation system of pedagogical staff in the institutions of higher education.

A Persian poet and writer Muslikhiddin Saadi said that a person who studied science and never used his knowledge is like a person who ploughed up the field but never sowed it. Substantial changes in philosophy of pedagogical preparation, the format of studying through implementation of a subject-subject model and transition to dual education, correction of education content and at the end of it is defending an academic portfolio according to a specialty and a plan of professional

development of a graduate with the assessment of his functional literacy are required.

And then an employer will be able to assess a young specialist hiring him and defining his position in the conditions of school functioning.

Today, pedagogical institutes implementing specialized preparation of the staff for the sphere of education are modernized according to the structure and forms of studying and are developing in the course of world tendencies.

According to the Bologna Process, we prepare the staff based on three level system: bachelor – master – PhD. For providing integrity and continuity of the pedagogical education stages in collaboration with partnering institutions of our country and CIS countries we implement masters' and PhD programs, fulfill academic mobility of students and higher education staff, knowledge and innovations.

Thus, for raising higher education autonomy, academic mobility of students and staff it is necessary to shift to educational programs in compliance with the requirements of the Lisbon Convention and the Bologna Declaration as in the Western countries there are no educational national standards.

Undoubtedly, integrating the opportunities in this direction will allow fulfilling total shift to higher education institutions autonomy, which is planned to be realized to 2014, to provide a modern level of preparing staff and to raise the rate of the national system of education in the world arena.

It is the center for pedagogical craft contributes to the active development of integration processes.

The planned work will provide the needed basis for an ultimately new methodology and contents of a 12-year education, the shift to which is set by national program of development of education of the Republic of Kazakhstan for 2011–2020 in 2015.

Our people have a saying «Игілік басы – ынтымақ» “In unity power”. Thus, in connection with that a close collaboration of higher education institutions with the center for pedagogical craft. I consider there is a sense to view the possibility of using Pavlodar state pedagogical institute resources and to make it a fundamental institution for developing and introducing new approaches in teaching and educating students – would be teachers, and in future – managers of educational institutions.

The head of the government noted that “The world has been rapidly changing and new challenges appear every single day, that need us to be ready to react to them adequately, moreover, to act beforehand...”.

Teacher training is a fundamental resource, which provides a leading development of the country, as the teacher forms an intellectual fund of it. As the greatest Kazakh scientist Al-Pharabi said “the teacher must possess such skills like grasping what he sees, hears, understands and keeps everything in mind, be a resourceful, wise man, an orator, conscientious, kind-hearted, stubborn, brave and good-natured person who should judge properly not only his relatives, but also the whole society”.

THE FIVE COMPONENTS FOR INNOVATIONS IN EDUCATION

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Introduction

I have always felt that new ideas work well if we can either number them like the Ten Commandments or that they fit nicely into an acronym such as in a SWOT analysis (Strengths, weaknesses, opportunities and threats). In this paper I have done both so there are five components which make up the title TEACH. However it did take me some time to decide upon which ones to choose so that they would best illustrate my present thinking on the subject. I wanted ones that would still be relevant in ten years from now which is a lot harder than you would at first imagine.

The first component was the most obvious as *technology* has impacted so much in every aspect of the modern world. In my thirty years of being in education it has revolutionized how we access information and present it. My next choice of component is a little bit harder to explain as the word *epistemology* does not immediately spring to mind. Epistemology is that part of psychology that asks “What can we know?” “What can we be sure of?” “How do we get beyond mere opinion to real knowledge?” This concept fits in with the latest thinking of *learning how to learn* in schools. Even darker is my next choice which is *andragogy*. This concept is similar to pedagogy but directed toward adult learning. The learner must be involved in the identification of their learning needs and planning how those needs are satisfied which echoes the ideas represented by Assessment for Learning.

The fourth component is *collaboration* which reflects new ways teachers are continuing their professional learning. This might be happening through their own school or working with teachers in nearby schools. It might be through networking with colleagues nationally or internationally. Students and teachers can even use the Internet to access chat rooms or professional sites like LinkedIn etc. Lastly I choose to select *happiness* as my last component because intelligence has at last been given an ‘emotional’ status. Quite simply if people are not happy then you can forget about all the other factors because they will not be stimulated in the classroom. Finally we need to ask ourselves what we mean by *innovations*. I define it as the successful exploitation of new ideas which could come under two headings:

A. Entirely new ideas.

B. Re-working of an old idea or the transferring or embedding of existing ideas in to a new setting.

In A the radical idea represents a significant breakthrough or transformation. Whereas in B it is incremental innovation representing minor changes to an existing product. There are 6 considerations in implementing change:

1. Strong moral purpose.

2. Focused on students.
3. Undertaken on behalf of the profession.
4. Oriented towards learning.
5. Clarity of purpose and goals.
6. Builds on and develops professional knowledge.

Innovations must be closely monitored and evidence based while being integral to the professional life and work of teachers.

Technology

I have been in education for over thirty years so I have seen many technological innovations since I began. The Internet being arguably the greatest technological invention of all time. The explosion of the Internet and its capabilities has provided a resource to teachers that just a generation ago was unimaginable. It provides information both good and bad to students with easier access than ever and it is just a click away. The question is always is it being used as a tool or an end in itself. As an art teacher, I talked with my students about the invention of photography and its effect on painting. Why bother getting your portrait done by an artist when you can have your picture taken? The students realized that something magical is lost in the mechanical process of reproducing an image using just light and chemicals. When learners gain all their research from Wikipedia and then submit it – how much have they learnt? The endless hardware and software give us infinite possibilities but it is the student's engagement and conceptualizing of new ideas that is the most valuable.

A favourite image is in the early film *Metropolis* when an android is created to replace woman. It crystalizes the idea that technology can never imitate or replace humanly qualities. In the Far East, I observed that the highest level of drawing or painting in school was the technical accuracy of the student. Every student produced almost exactly the same image but the best ones were almost photographic representations of the original subject. In the west, the technical skill of the artist is still very important but it is secondary to what the artist wishes to express about the subject.

Epistemology

Epistemology is the branch of philosophy that investigates what knowledge is and how people know whether they know something. I first linked it to new ideas in education when I read '*What's the Point of School?*' by Guy Claxton (Oneworld Publications, Oxford. 2008). In it he compares two historical images of British education (monastic and factory process) to a new one of 'epistemic apprenticeship'. That first image looks at how education was similar to the training to become a priest. It was learnt by rote and never questioned or added to. In the second image, learning was added as in an assembly-line to batches of children progressing through school. The finished 'factory product' is the basic model pupil designed for the job market.

In his apprenticeship model, the learning is seen to take place naturally in everyday life. Adults and older children are seen as the role-models. Through this unsystematic—but highly effective—process of osmosis, children learn not only the relevant skills, but also the beliefs and values of their culture. We have overvalued the monastic and factory line models because they focus on specific learning. However the apprenticeship model is about developing useful skills and applying them in new ways. The teacher in this role becomes the guide and model rather than the overseer and judge. The learning is not specific to a limited task that must be copied but to a creative skill that can be developed to a higher level.

In Kuhn's scheme (Kuhn & Weinstock, 2002), children move from a realist epistemology (assertions are copies of reality) to an absolutist epistemology (assertions are correct or incorrect facts), and later to a multiplist epistemology (assertions are opinions, and everyone has a right to their own opinion), and finally (in some but not all people) an evaluativist epistemology (assertions are judgments based on weighing arguments on different sides of a question). Which brings us nicely on to Andragogy and why it is important to innovations in education.

Andragogy

Initially defined as, "the art and science of helping adults learn," andragogy has come to be understood as a *learner-focused* approach for people of all ages. The concept is based on four ideas:

- 1) moving from dependency to self-directedness;
- 2) drawing upon their reservoir of experience for learning;
- 3) are ready to learn when they assume new roles; and
- 4) want to solve problems and apply new knowledge immediately.

Andragogy requires that learners be involved in the identification of their learning needs and the planning of how those needs are satisfied. Learning should be an active rather than a passive process. Adult learning is most effective when concerned with solving problems that have relevance to the learner's everyday experience. In effect it is relating to the idea of an epistemic apprenticeship, embedded learning takes place in a natural everyday way rather than a contrived experience such as in a classroom.

Most educators believe that teacher-centred or directive learning (pedagogy) is limited as it relies on children maintaining their interest in being shown how it is done correctly. Andragogy is about the transference of knowledge, but it focuses on a new type of learner – the one who is a confident life-long explorer and navigator. This is where education reform can find new ground not yet colonized by the ‘traditionalists’ and ‘progressives’.

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” Alvin Toffler

Collaboration

In real collaboration, teachers are engaging in the rigorous mutual examination of teaching and learning but it is not yet common practice. Yet it can and does occur, and the enthusiasm of teachers about their collaborations is persuasive. When schools are organized to support it, the advantages of collegial action are varied and substantial. When teachers work as colleagues, it produces greater coherence and integration to the daily work of teaching. Further, it equips individual teachers, groups of teachers, and their schools for steady improvement. In short, it helps to organize the school as an environment for learning to teach.

Two fundamental conditions appear to be crucial to joint action among teachers: interdependence and opportunity. The key practices of colleagues are most likely to make a difference where they are an integral, inescapable part of day-to-day work. Teachers' main motivation and reward for involvement with one another will be found in the work of teaching. To the extent they find themselves truly interdependent with one another to manage and reap the rewards of teaching, joint work will be worth the investment of time and other resources. To the extent that teachers' success and satisfaction can be achieved independently, the motivation to collaborate is weakened.

If teachers are to work often and fruitfully as colleagues, school policy must solidly support it. The value that is placed on shared work must be both said and demonstrated. The opportunity for it must be prominent in the schedule. The purpose for it must be compelling and the task sufficiently challenging. The material resources and human assistance must be adequate. And the accomplishments of individuals and groups must be recognized and celebrated.

Happiness

Happiness is what parents say they want for their children. They want them to be safe, healthy individuals who are well-prepared for the outside world. Parents are less concerned with the job their children want than about their emotional and mental well-being. They know that happiness has to do with purpose and passion rather than passivity; with the satisfaction of taking on real challenges and not running away from difficulty.

Conclusion

Arguably there are more headings you could add to a paper on *Innovations in Education* but I wanted to explore five seemingly different ones. Ultimately one of the constant forces in our future is going to be 'change' so we must learn how to manage it. Children seem to have an advantage over us with technology because they are growing up with it so it is not alien to them. In fact children spend more time at home using technology than in school which leads us to why the notion of the epistemic apprenticeship is more relevant today than ever before. Equally the shift from teacher-centred to student-centred learning reinforces the notion that androgogical notions are replacing many pedagogical ones in schools. A key innovation has been teachers collaborating together in a variety of ways. The days

of the teacher alone in the classroom are gone, we are the 'knowledge' society and so sharing is the key to this. My last suggestion that happiness is important too, well I think children are confused about how to learn and what they should be learning about. If we can support them to discover the things that they are passionate about and develop their confidence and capability to pursue those things, then I believe we will create more balanced and happy children.

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INNOVATION IN EDUCATION – CALL TIME

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As is known, at present in Kazakhstan is becoming a new education system, focused on entry into the world educational space. This process is accompanied by significant changes in educational theory and practice of the educational process in secondary schools and universities.

On this basis, respectively, changed the paradigm of modern teacher education: offers different content, different approaches, defining new pedagogical mentality. This modernization of education calls for the implementation of the principle of variation, based on the implementation of the learning process of new ideas and innovations.

This raises the question of what is meant by innovation in education – fashion or time requirement? Note that in recent years, the word "innovation" began to be used in almost all programs of social development in all spheres of human activity. In particular, in the field of education innovation was not only considered as a new philosophy of education [1] but also as a matter of learning a new pedagogy – educational innovation, exploring nature, the laws of the emergence and development of pedagogical innovation, assessment and practical application / AV Khutorskoi Pedagogical Innovation. [2]

Note that the concept of "innovation" is used in a broad sense, it has a lot of definitions. This process improvement by making any innovations, and act of introducing something new, a new idea, method or device, etc. In the formation of the same innovations are considered innovations specifically designed, developed, or "accidentally discovered" in the manner of educational initiatives. The notion of "innovation process" is defined as the creation, perception, evaluation and application of innovations. The key word here is the word "new": a dictionary of SI Ozhegova – [3] "for the first time created or have recently appeared or emerged to replace the old, re-open, referring to the recent past and to the present time, not a

friend or a little-known." The concept of "innovation" (Latin: In – in, novus – new) is treated as an innovation, which implies a purposeful change, bringing in a stable environment introducing new elements (innovations), causing a transition from one state to another

Innovation processes have always been a fixture of diverse human activities, for the development of society has always been associated with the emergence of new ideas, innovations, ie with innovation. Permanent historical, political and socio-economic changes taking place in society, to identify new requirements for the society, man. Thus, the formation of social order for the introduction of innovations in various fields of human activity, in particular in the field of education. Note, however, that it is today, when the modern world is experiencing a period of globalization – an era full unification of mankind in the Global Information and Communication, turning the planet into a single economic market – there is a particular need for innovation in education.

Why is this happening? We try to find an explanation. In accordance with the new conditions demand a member of society today – the identity and self-initiative, responsibility and active, highly moral and creative related to the business, society, and life. Accordingly, the new demands of society to the level of development and education of the individual, the new conditions of life and the need to change the content, tools, and methods of the educational process, which determines the need for the training process of new concepts, methods and techniques of training, in a word, pedagogical innovations.

First of all, the introduction of innovative production provides a positive learning strategies and education, which should be based on the new relationship between teacher and students that require significant professional development of teachers in the development of its activities.

Without dwelling on the characteristics of the innovative work of the teacher, we note only that this activity involves an introduction to the learning process of innovative educational technologies / such as interactive, simulation / game / information and computer / computer training through a variety of training programs / acmeologic / technology success and high performance / integration, research / education by opening /, training, video technology, design / engineering / etc /, based on these innovative principles, which include:

- democratization of education: accessibility, freedom of choice of different types and forms of education;
- fundamentalization education: the deepening and widening of knowledge;
- individualized education: the introduction of optional and elective courses;
- humanization of education: the expansion of cultural knowledge, the use of humane ideas and humanization of education in order to overcome the alienation of educational content from a live human being, its needs and interests.
- computerization of education;
- professionalism of teachers;
- interstandartizatsiya in language teaching;
- national and regional approach to learning;

- cognitive orientation training;
- student-centered learning system;
- communicative approach to language teaching.

Thus, the introduction of innovations in the educational process today – is the requirement of time, an objective reality that can not be reckoned with, one of the most important conditions for the modernization of education. The introduction of a new model of education based on innovative technologies based on innovative principles, is one of the ways of the successful integration of the national education system in a single world space.

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URGENT PROBLEMS IN THE EDUCATION SYSTEM OF THE CHEMICAL AND BIOLOGICAL PROFILE IN THE CONDITIONS OF THE GLOBALIZED WORLD

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One of the urgent problems of modern Kazakhstan is the problem of formation the identity of a person in the conditions of the globalized world actions. The modern form of globalization processes leads to unity and monotony, to unification. It ignores the national sovereignty, national borders and culture while the world reflecting the history of mankind, always was, and is, as something uniform in a set. Globalization touches not only spheres of culture, policy, economy, but also science and education, demanding much to the level of professional development of scientific staff and subject teachers. Numerous reforms occurred in the education system couldn't cope with all problems which are taking place in the system of secondary and higher pedagogical education. The reasons of these problems are diverse, and the decision to all these issues demands joint efforts of teachers, sociologists, philosophers, integration of theoretical and practical searches at different levels of education system. More seriously processes of globalization concerned an education system of a chemical and biological profile. It has been found Its inability to function in the constantly changing conditions, thus it does not provide a full closure of human potential.

From a set of the problems connected with training of specialists of a natural-science profile it is possible to allocate some which are of the major importance:

1. Absence of the effective scientific and reasonable concept of the higher pedagogical education considering historical experience and current universal trends.

2. Low level preparation of school leavers entering on pedagogical specialties of a natural-science profile. Initially the overall band of an entrance exam to the institute on faculties of a natural-science profile on the budgetary basis, is lower compared with other faculties.

3. Low prestige of a teacher profession.

4. Lack of the teachers, capable to conduct occupations of a natural-science cycle within polylingual training.

5. The quality of studying educational literature and visual aids, especially in a state (Kazakh) language.

6. Difficult situation with the setting of specialized subject laboratories at schools and teacher training universities: expensive equipment, lack of free rooms and the lack of highly-qualified pedagogical staff.

It is possible to offer a number of the practical solutions providing maintenance of high level in school natural-science education:

– To provide implementation of the best world experiences (known and recognized foreign textbooks, monographs and manuals of biological and chemical profiles) in the contents, methods and technologies in teaching chemistry and biology at school and higher education institutions by means of translation these materials into a state(Kazakh) language.

– To create conditions for the formation of natural-science education elite for gifted and talented students, to develop mechanisms for growing scientific elite and its preservation in the country.

– To create conditions for the effective organization of educational process at the higher school on a chemical and biological profile.

– To create (to develop, cultivate) schools of sciences under the leadership of leading scientific biologists and chemists.

– To develop system of specialized educational institutions (specialized schools, lyceums, gymnasiums) with profound studying of the natural-science disciplines possessing width of coverage of studied subjects and fundamental nature of their studying.

– To implement rigid monitoring system while forming temporary research teams on development of normative documents by chemical and biological education level of professional competence of developers, to consider achievements of modern science.

– To revive old and create new traditions for raising creative energy (regular thematic weeks "Week of chemistry", "Week of biology", the subject Olympiads, symposiums, reading popular lectures for school students by known university scientists-teachers), promoting the continuous creative growth and development.

– To create a special state program supplementing the State Program of a development of education in the Republic of Kazakhstan for 2012-2020, including the following tasks:

– The organization on a regular basis (on the basis of regional institutes of professional development of teachers in some cases on the basis of pedagogical higher education institutions), school seminars or school lecture halls with the participation of known, still actively working Kazakhstani scientists , foreign scientists and professors.

– Infrastructure support on a competitive basis of the best schools with profound studying of disciplines of a natural-science profile (20–30 schools annually) through providing them with the equipment for their modern educational and scientific laboratories and with the classes equipped with special computer systems.

– The creation of one or several profile pedagogical higher education institutions of the new generation equipped with the first-class modern laboratories and technical means, allowing not in words, but in practice to realize various innovative educational techniques.

– The creation of the special program for the encouragement of creative young teachers who are having good potential and desire to continue working at school.

Many teachers are convinced today that the quality of preparation of pedagogical staff defines efficiency of all education system. Globalization processes in the society and the nature led to approach of a new era in education – noosphere. It is characterized by systemacity and integrity of thinking about the Nature, the World and the Human. The education system is faced by a huge problem on the universal scale and world outlook level: to remove anthropocentrism installation – "the biosphere for the person" and to approve in public consciousness the principle of ecocentrism – "the person in the biosphere". The person with noosphere thinking is getting to understand his place in the nature, carrying out biosphere function of maintenance of a sustainable development of the globalizing world. The natural science future depends on the purposeful and system solution of the specified problems as important segment of school and higher education.

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INNOVATIVE TECHNOLOGIES AS FACTOR OF MODERNIZATION OF THE EDUCATION SYSTEM

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Semey State University named after Shakarim, Semey

The social and economic changes happening in the world promoted cardinal modernization of an education system. In modern conditions the system of the higher education in Kazakhstan is characterized by search of optimum compliance between the developed traditions at the domestic higher school and the innovations connected with occurrence into world educational space. Today dynamics of modern public life dictates need of introduction into process of training of students of innovations (innovations).

The innovation is theoretically reasonable, purposeful and praktikal-focused innovation, and innovative higher education is education which is based on new knowledge and innovative dynamics. The term "innovation" occurs from Latin "novatio" that means "updating" (or "change"), and prefixes of "in" which is transferred with Latin as "to the direction" if to translate literally "Innovatio" – "in the direction of changes". Innovation – it not any innovation or an innovation, but only such which seriously increases efficiency of operating system [1, c. 162-164].

In relation to education on degree of novelty it is possible to allocate the following types of innovations [2, c 24-27]:

– *retroinnovation*, when to modern practice it is transferred in a little modified look already being available in the past, but owing to historical circumstances ceased to be applied a phenomenon, for example a gymnasium, lyceum, profile training and etc.

– *the analog innovation*, when known approach undertakes and is brought private modification, for example, within a rating assessment 1000 mark scale is applied or the modular system is supplemented blochno with the modular.

– *combinatory innovation*, when from several known blocks as a result of their association qualitatively new product turns out.

– *intrinsic innovation*, when there is really new course, for example "school of dialogue of cultures".

All above-mentioned types of innovations are to some extent used in educational process of SSU named after Shakarim, but fully, according to K. Sumnitelnogo and M. Boguslavsky, it is possible to call an innovation only two last types which assume emergence of new intrinsic characteristics and for subjects of innovative process and for its results.

Innovative tendencies characteristic for SSU named after Shakarim treat: development of multilevel system which provides wider mobility at rates of training and in a choice of future specialty; involvement in educational process of modern information technologies, intensive inclusion in Internet system and development of remote forms of education of students; development of integration

processes of university with leaders in the country and in the world Higher education institutions.

In modern conditions innovative technologies act as means of updating of educational policy. Improvement of quality of education and, therefore, competitiveness of higher education institution in the market of educational services provide innovative technologies.

Innovative technologies in the higher education – the technologies based on innovations: organizational (the conditions of educational activity connected with optimization), methodical (directed on updating of the content of education and increase of its quality) and administrative. Innovative technologies allow: to students – effectively to use educational and methodical literature and materials; to acquire professional knowledge; to develop problem and search thinking; to form professional judgment; to speed up research work; to expand possibilities of self-checking of the received knowledge; to teachers – quickly to update educational and methodical literature; to introduce modular technologies of training; to use imitating technologies of training; to expand possibilities of control of knowledge of students; as a whole – to improve quality of existing technologies of training of specialists.

In SSU named after Shakarim accesses to electronic information resources of the company ELSEVIR, Thomson Reuters, Polpred are open. Com. Russian fund of basic researches, Scientific heritage of Russia, Rukont: national digital resource, The COncecting REpositories (CORE), etc. The electronic library including more than 200 units of textbooks, methodical development, analytical materials is created. Reference information takes place on a university site, and also on sites of chairs of faculty. On disciplines of economic specialties and the directions of preparation of students the multimedia equipment is everywhere used.

Multimedia technologies are one of the most perspective and popular information technologies. They allow to create the whole collections of images, texts and the data, being accompanied a sound, video, animation and other visual effects. The professorial teaching structure of faculty participate in implementation of the Project on creation of courses of video lectures.

Wide use of information technologies – an indispensable condition of modern educational process. At faculty the financial and analytical program "Project expert", the program "1C-accounts department" is applied.

The Active Methods of Training (AMT) are such methods at which activity of the trainee has productive, creative, search character. Didactic and business games, the analysis of concrete situations belong to active methods of training (case-stadi), the solution of problem tasks, brainstorming, discussions, round tables, etc.

The professorial teaching structure of faculty in educational process uses: business games, analysis and/or decision case situations (case-stadi), problem lectures, quizzes; role-playing and imitating games; discussions and debate; intellectual quizzes.

At faculty tezaurusny approach in economic disciplines is introduced. The purpose – formation of own professional thesaurus which will allow students,

having mastered the necessary arch of economic concepts, to use them for successful independent studying of a training material. This method also gives the chance both to the teacher and the student effectively to operate with thesauruses that can lead to partial removal of an overload, to economy of school hours. The word "thesaurus" (in the lane with a Greek language – situation, a stock, a treasure, wealth, treasure, a lexicon): everything that is based, a huge set of concepts and the relations between them, otherwise, the thesaurus, and makes the main treasure of the person – his knowledge. Thus, the thesaurus is the knowledge presented in the form of concepts and the relations between them, that is definitely structured and organized knowledge, that is the fullest volume of the lexicon organized by the thematic principle with reflection of a certain set of the basic semantic relations. Prospects of use of thesauruses are boundless. However many researchers suggest to look at the thesaurus not only as at the auxiliary tool, but also as at "system of the knowledge reflected by language" [3, www.cross-apk.ru].

Online testing on separate disciplines where students are tested in real time by means of information platform of a site of Agency of the Republic of Kazakhstan for public service – <http://www.kyzmet.kz/> for knowledge of the legislation of the Republic of Kazakhstan in the field of public administration practises.

Professorial teaching structure of faculty take part in online conferences. In 2012 there took place the International Practical online conference: "Innovative business from A to Z" (Canada, Russia, Kazakhstan) which was organized at the initiative of the International Alliance on business development: connecting business and education (Montreal, Canada).

Today distance learning becomes the most perspective form of educational programs. This type of training allows to get a quality and prestigious education. One of key advantages of distance learning in comparison with traditional resident instruction is that the listener can independently define: speed of studying of a training material, time of passing of training.

To advantages of distance learning: it is possible to carry: possibility of passing of in-service education; available cost of training; use of wide range of various tutorials; training of the persons having limited opportunities. In SSU named after Shakarim it is possible to consider as the beginning of use of remote educational technologies from 2009 year [4, www.rsvpu.ru].

The main remote educational technologies are the keysovy technology, Internet technology, telecommunication technology.

Thus, at financial and economic faculty of SSU named after Shakarim in educational process innovative technologies are used in a framework:

- contextual training on the basis of modeling of the maintenance of future profession, application of active forms of education;
- the game training including business games, development of production situations;
- the problem and activity training providing statement before the trainee of problems and their permission;

– the modular training which basis is made by independent work of students with the individual program in the form of the module (including distance learning).

Today without exaggeration it is possible to tell that there is an alienation of the content of educational process from the expert teaching him. The student can receive the most part of data from the Internet. In these conditions the role of the teacher has to change. From the translator of knowledge it has to become the translator of meanings.

At faculty there are also unresolved problems in a scope of innovative technologies not only in educational process, but also in the course of practice passing. Business, on the one hand, wants to receive the trained experts having practical skills, on the other hand, it not always is ready to give opportunity for passing of practice by students. Within social responsibility it is possible to ask that business rendered such service as the sponsor's help. It can be one of ways of a solution, especially, if the higher education institution manages this service "beat" and to make for the enterprise image advertizing.

Such difficult situation demands search of a new form of development of practical knowledge by students. Educational technologies as educational and training complexes and imitating modules exercise machines, allow to solve this problem in a certain degree. On them any organization can simulate activity practically and to initiate real business processes. It everything will allow students to impart skills of work in new technological environments, and also skills of independent work on performance of tasks and to search of technical and technological solutions.

As an example it is possible to list a number of the most universal electronic exercise machines: electronic accounts department, electronic enterprise, electronic insurance company, electronic control system, electronic system of document flow and many other things.

For example, the Market Pricing exercise machine is intended for studying of mutual influence of competitors on a sales market of finished goods, and as for the analysis of processes of pricing arising thus; the exercise machine "Small enterprise" is intended for formation of general idea about financial and economic functioning of the small enterprise (SE) and acquisition of some skills of management to them and other types of imitating modules.

Thus, in modern higher education all components at realization of educational programs have to provide progressive level of information and innovative technologies.

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AN EDUCATION AS THE INNOVATIVE SYSTEM AND PROCESS OF RECEIVING PROFESSION

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Innovations in education mean introduction new, change, improvement and improvement of existing level both in material giving, and in creation of studied disciplines.

The level of modern society demands high competence from experts of various professions. Sociological researches of a labor market reveal needs not only for new specialties, but also for the experts competent of adjacent areas. It demands from universities earlier immersion of students in practical activities during training, expansion of international relations and on the basis of systematic monitoring of a market demand of experts creation and introduction of new specialties.

Planning of training has huge value. Especially training in the field of information technologies which most actively develop and is covered by all new and new fields of activity of the person. Every year appear more and more the technologies, the new systems, new researches and the development, new literature. At the same time the new methods of training allowing in a complex and actively to develop abilities of the person develop also, and also purposefully to form individual and collective consciousness of many people. Passed those times when the person got an education once and for the rest of life. Now education became available and possible for continuous self-development and self-improvement.

However the education system in the field of information technologies has a number of the features concerning a factor of time. Namely, there is a time interval between theoretical development, creation of a prototype and a mass production. The time interval also is present and at emergence of technological novelties and their availability to mass consumption. It is reflected in training process in the field of information technologies which lags behind emergence of new knowledge. It means that some disciplines lose the relevance and the most part of the knowledge existing at the time of arrival of the student on the first course, becomes outdated to the termination of the fourth.

This circumstance also dictates importance and need of a conscious choice and planning of own training that after the termination of universities to correspond to future work. And one more important problem existing by preparation of IT-specialists, is imbalance of the theory and practice.

In the first case is there can be an aiming at technologies of the certain producer (for example, Microsoft) that limits complete vision of development of technologies, and in the second case is an insufficient instilling of technical skills of introduction and maintenance of the software products which are so necessary

for work in the market of competitive development of the software and services, or orientation not on those spheres of activity.

Thus, for successful and useful training of students in universities it is necessary to form in them professional and significant qualities, to focus on a clear understanding of the appendix of the knowledge in the chosen profession and to provide them with the most modern training programs.

In view of existence of a number of features by preparation of IT specialists, it is possible to allocate tasks which can be put both before the teacher, and before the student. In modern conditions the teacher has to raise constantly the professional level and to be "carrier" of new technologies, to be ready to new conditions of conducting occupations, to use additional opportunities along with traditional methods of training, in a complex to resolve issues of scientific and pedagogical and organizational character. Readiness of teachers for passing of additional courses on the latest technologies will allow them to update the maintenance of courses or to create the new [1, p.25].

The role of the student in an education system also considerably grew. It is impossible to receive knowledge in passively key i.e. that set, that it learned. Educational activity becomes interactive: besides that volumes of a lecture and practical training increase, the share of independent work of the student increases. For this purpose already not enough usual skills of use of computer facilities and information and telecommunication systems. From the student it is required:

- readiness to perceive and use new information, i.e. assumes a certain level of development of intelligence;
- knowledge of the main international languages in which modern scientific, technical and other knowledge today is presented;
- ability to communicate with other people, to carry on with them dialogue, accurately and intelligibly to state the thoughts and intentions.

Considering importance of development of these skills, the teacher in the course of training shouldn't count only on modern technologies, and it is necessary to organize feedback with the student, since it is necessary to consider extent of development of discipline which character of the person, his health, assiduity, existence of the outlook, any skills, skill to communicate, etc. influences. For this purpose the teacher can use various receptions of conducting lectures and laboratory researches. For example to present any section of a theoretical material in the form of training, and a laboratory practical work in the form of direct performance of a task by students and justification of the chosen method before group [2, c.12].

The student, having chosen the specialty, not always understands and whom he will be in what his work will consist in the future. In this regard modernization of educational programs is carried out in the transition concept to a choice of necessary courses on specializations. The developed system of the training, allowing to simulate an individual trajectory of training will help to understand these questions to it. Preparation of full-fledged experts goes on two levels: bachelor and master. The difference between both diplomas consists in depth of studying of a material and quantity of a practical training [3].

The bachelor degree program in "Computer facilities and the software" is divided into two specialties: Computer facilities and Software.

In view of the fact that now periodically there are changes in course programs, disciplines change, there is a need for new courses, it is necessary to make new programs. The technology of educational process has to represent development and the accumulation of knowledge which is smoothly connecting new information to basic knowledge. The model is realized in the traditional way, i.e. knowledge of subject domain is represented in the form of declarative (descriptive) model of formation of the knowledge base and the corresponding rules of a conclusion from it. The network model of representation of the knowledge which main advantage is evident representation of relationships of cause and effect between elements is used. When processing model of knowledge procedures of a logical conclusion are used, and in the knowledge base the general consistent patterns and the rules describing subject domain are determined.

Thanks to the general system it is possible to observe an advance trajectory at assimilation of the content of disciplines to a concrete profession both complete perception and representation of all volume of information of educational process. And in case of need updatings of any course, it will be made taking into account interrelation with other disciplines and will prevent a problem of "fragmentariness" of knowledge.

The main essence of system of training is that each specialty contains the course programs, but proceeding from market needs for experts and ensuring flexibility in training, the way of acquisition of knowledge can theoretically be divided into some trajectories.

The first: with a bias of programming and management of projects of development of programs.

The second: with a bias in system administration, architecture of networks and management of information infrastructure.

The third: with a bias of programming and information security.

The fourth: with a bias of web programming and network technologies.

The fifth: with a bias of system programming and system programs.

The sixth: with a bias of development of integrated schemes.

The seventh: with a bias of design of computer aids.

Thus, the system of training allows to choose discipline from base of elective modules proceeding from a choice of future profession that undoubtedly will lead to conscious studying of the corresponding disciplines and a scope of the received knowledge. Useful property of system is that the choice of elective disciplines is carried out not from the general set of courses, and proceeding from chosen future profession. For example, if the profession of the developer of integrated schemes is chosen, the system recommends a certain trajectory from the elective disciplines which studying will lead to fuller knowledge in this profession. Also for concreteness it is possible to see the contents and prerequisites this or that discipline. Thus, students will have a full picture of the training, they will know what skills to own and with whom they will work.

This system can form a basis of structure of professional knowledge and base for preparation of competent experts in the field of information technologies. After all in this case, training will be directed on a concrete field of activity, on knowledge of the future functional duties.

Than flexibility and by that possibility of a choice of modules from different specialties speaks? Is explained by that it is impossible to draw a rigid and clear line between these two specialties. For example, if the student chose a profession the system programmer from the specialty "Software", this system will highlight a trajectory which will contain also modules from the specialty "Computer science", such as "Modern architecture of computer science" and "Network technologies".

This approach will provide education level increase at the expense of preliminary choice of profession and acquaintance with the summary of studied courses and vision of a complete picture of training.

Thus, it is possible to tell that educational process passes to a stage of dynamism, interactivity, flexibility, bigger interaction and professional focus, thanks to the combined techniques of teaching, formation at students of informative motivation, independence and creative activity.

Originally in system two types of models are realized:

- models of a training course;
- subject model.

The model of a training course represents a number of logical blocks. The logical block is the discipline studied within the curriculum. In turn, each discipline breaks into a number of the logical blocks corresponding to studied subjects.

The subject model is responsible for semantic part of training and includes the following components:

- the thematic;
- the functional.

The thematic model represents the program of a training course in which sections and subjects, and also the general structure of a course are allocated.

The functional subject domain defines a role of concrete knowledge. This model allows to structure knowledge of students.

Also this system allows to trace a condition of courses and if necessary to discuss and update their purposes, the contents and prerequisites of disciplines.

Thanks to this system possibility of self-determination, reflection and decision-making together with the instructor, created by choice conditions is provided.

Thus, it is possible to consider that are initially laid the foundation for professional competence of future expert.

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INNOVATIVE TECHNOLOGY IN EXTRACURRICULAR ACTIVITIES

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Educational technology – is the thought model of the general educational activities, is responsible for planning, organizing and conducting educational process. Educational technology provides a comfortable environment for teachers and students. Now Kazakhstan is becoming a whole new system of education, which requires the use of innovative technology in the classroom. Innovative school – is the school, the activities of which are due to the author's ideas and technologies. It is not only the author's ideas on the innovativeness of the restructuring of the educational process, but also alternative, conceptual, social and pedagogical usefulness.

Today the school education uses the variety of pedagogical innovation. However, you can select the most characteristic: 1) ICT, 2) patient-centered technologies and techniques, and 3) research and information technology, and 4) monitoring of intellectual development, and 5) educational technologies and techniques, and 6) teaching technology, and 7) and other gaming technology.

So, the modern experience of Kazakh school has a wide arsenal of pedagogical innovations. Dwell on gaming technology, which is often used in our classes. Even Schiller said that "man only plays when he is in the full sense of the word man, and he is fully human only when he plays." Game as a learning method, transfer of expertise seniors – younger generations, people have used since ancient times. Wide – using the game is in folk pedagogy, preschool and after-school institutions. In today's schools, bet on the revitalization and intensification of the educational process, game activity is used in the following cases as separate technologies of concepts, themes, and even a section of a subject, as elements of the (sometimes very significant) larger technology; as lessons (classes) or part (introduction, explanation, fix, exercise, control) as the technology of extracurricular activities.

The notion of "educational technology game" including – denotes quite a large group of methods and techniques for organizing the educational process in the form of various educational games.

In contrast to the games at all educational game possesses – an essential feature – clearly stated the purpose of training and its corresponding educational results that can be justified, explicitly identified and characterized by learning and cognitive orientation.

Game form is created on the lessons learned by the help – soup playing patterns and situations that serve as a means to encourage, stimulate students to learn activities.

Implementation techniques and game situations at the appointed form of employment is in the following basic directions: a didactic purpose is put to students in the form of a game problem, learning activities to the rules of the game, course material is used as it means. The training activities introduce the element of competition, which translates into a game didactic task. Successful implementation of the didactic tasks associated with the game result.

The place and role of gaming technology in the learning process, a combination of elements of the game, and scientists in many respects depends on the understanding of functions and classification of pedagogical games.

It should first be divided by type of game urgently: physical (motor), intellectual (mental), labor, social, and psychological.

We offer integrated lessons in Russian language and physical education. Agree: unusual neighborhood. The lesson was in the 6th grade. The purpose of the lesson was the revising of the information on spelling, vocabulary, etymology of words. The game involved two teams of 3 people. The remaining students were fans. But they do not get bored and helped their teams to score points; we decided to fill all pauses sports competitions. Name of the game sounded mysteriously: "Under the seven seals." So, the participants of the game had to work hard to open the seven seals, locks.

While listening to the 1st question, each team must write the words that rhyme with the given words (text of the poem was given to each team).

The simple word "gap":

In the theater a few minutes up.

Begin until the new act

We refer to all ... (entr'acte).

At the time of stopping something,

We're announcing the... (breaking).

In the fight, too tired of working,

Give tired the piece of ... (breaking).

After the lesson, sure

Guys need ... (break) of pure.

WARNING! The QUESTION of the first sealing.

What are the written words? (Synonyms)

Second competition called "Words-Flip." Participants are invited to listen to the game a short story, and then answer the question.

The old man was walking along the road and met a soldier. "Hello, Father," – said the soldier. And the old man answered him: "Hello, soldier," "Just do not call me father – says the old man, – as well as that from either end of the word read, or the value is the same. My name is the same: you want – read from left to right, you want – on the contrary – all the same.

I live in a house that the word does not change, how to read (from either end).

I have a daughter. Her name has four letters and reads the same from left to right and vice versa. And there, near the building, there is my wife, and her unusual name, and if its name from three letters to say or read, it will sound the same from either end.

Near the house is growing a plant with the same name, you can read it as you like (from either end). And when I was in the army, then they called me with a word that I had read at least on the right, although the left – all the same."

Solve!

WARNING! The QUESTION of the second sealing.

What words does mean old man?

(Father, Titus, a tent, Anna (or Alla), Ada, bob, Cossack)

While the participants think we play with the audience. If they call the word-flip, you will receive one point for a phrase or sentence – will help his team by two points.

(Nagano, cook it, the flood, the one argument, Madam, tsyts, order, bean, income, Cossack, tramp)

Right there. Are you hungry? And you? Look for a taxi? I do not roar – I'm sure.

A rose fell to paw of Azora! (A. Fet) Argentina attracts Negro.

Sports fans jump over the bench 10 times. Who does the exercise first, brings his team 2 points.

The 3rd competition – "Historical".

Over the hills and the valley is located. Its entrance is blocked by the soldiers of the past centuries. They have a helmet.

– Are you numb? – They ask.

Warrior ... in ancient Russia was wearing a helmet, but it called shalom. During the fight, received a severe blow to the helmet (shalom), a warrior could fall unconscious to the ground – he's stunned. To stun – is to strike strongly.

WARNING! The QUESTION of the third sealing.

What is new meaning over time has become the word "stun"? (Defeat of something)

SPORTS BREAK

Acrobatic

The 4th Competition – "phonetic".

There is a pen and piece of paper for each participant on their tables.

Make verbs of the first person present or future time on given verbs. Select roots in written verbs – write, freeze, let, buy, surf, wear.

WARNING! The QUESTION of the forth sealing.

What do you call a phonetic process which occurred in written verbs? (Alternation of sounds)

5th Competition – "Guess"

Boastful letter

I will tell you, folks, not a fairy tale, a true story. My story will help write correctly; will give a lesson to others.

You all know that in the Russian language there are words which are written not as pronounced. These are the words with unpronounceable consonants in the root.

Why are they called unpronounceable? Of course, consonants are not spoken, but written. A lot of words: it is the sun, and miserable, and rainy ... But you will hear about them another time, and now I'll tell you about the word ... No, this word will not be called. You name it yourself.

So, there is a letter in the Russian language. All such plump and fluffy, like cheesecake! Sweet and delicious, like jam! Is a fun and windy ... In general, different. How many words start with that letter!

Then one day the letter itself was to notice it. All proud, began to repeat often: – I am the Great and Magnificent! I am always in the public eye!

Listen, listen to the letter and decided to punish his wayward mate alphabetically. Consulted and said:

– Put it in a word, where she could not show itself to: stand – even worth it, but the sound will not be denoted.

And the word is found. The most interesting is that change, it's a word so that it could be heard at least a little, you cannot. Yes, and cognate words do not give the letter sound right.

And so it has lost its character sound right, was a bit more modest, I realized that no matter how beautiful it was the beginning of the word, a lot depends on the end.

WARNING! The QUESTION of the fifth sealing.

Name the letter-boaster. Write down three cognates with this letter V (Sense/feeling-feel-sensible).

SPORTS BREAK

Invited for one person from each team. Who will jump rope for 30 seconds. The winner brings his team 1 point.

The 6th Competition – "Art"

Have you a little rest?

And now – for the job!

(Displayed on the interactive board, where the soft sign is sinking in the lake.)

Look at the picture. Apparently, there was something serious. One of the letters was drowning.

WARNING! The QUESTION of the sixth sealing.

Think about which rule must remember to keep drowning this letter. (Spelling of the soft sign (Ь) after sizzling in infinitive verbs and in the 2 person singular/)

The 7th Competition – "Rebus"(riddles)

Each participant is handed a card with riddles.

WARNING! The QUESTION of the seventh sealing.

What word is encoded in Rebus?

(Noun, adjective, verb/)

While the jury sums up, we will compete.

SPORTS BREAK

Bicycle Race (for 3 persons from the fans of each team will be enough).
Winners bring his team an extra 5 points.

Announcement of the results and winners.

Thank you to all participants and fans!

P.S. Fans can participate in each contest, bringing extra points to his team.

**PROBLEMS AND PROSPECTS OF INFORMATION
IN THE NEW UNDERSTANDING OF THE QUALITY OF EDUCATION**

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*An educated man, the one who knows
where to find what he does not know.*

George Simmel

N.A. Nazarbayev said in his speeches: "We are deeply convinced that only through quality education and advanced science, which is based on fundamental research, it is possible to come to the country and successfully and successfully solve difficult problems of XXI century".

The modern understanding of education, the implementation of its student-led approaches activity competence knowledge views departure from the focus on flexible, variability realization of this process. In a rapidly changing society dominant in understanding, respectively, in the organization of the educational process is the acquisition of studying universal way of knowledge, the organization of its life activity, the formation of readiness for continuous development.

Great influence on the theory and practice of education provided and the new philosophy of quality that won the original such fields as economy, industry, business, and gradually penetrated into the field of human activity. According to this new philosophy has changed the concept of quality in education. If substantial characteristics previously referred only to the body of knowledge and skills those students need to be transferred, at the present time, as was the idea of a more complex and systemic. The structure of the organic quality of education included: the quality objectives and standards, quality of environment, the quality of the process and, at the last turn as a derivative of the first three "quality", quality of last results (indicators of training and development of all subjects of the educational process: the students and the teachers.

Puts the problem of improving the information content of the material, the development of methods of application of information technology, training teachers, developing the scientific base for the educational process at the school in the implementation of information technology. Time dictates the need for a modern graduate, able information use technology as a tool for the successful solution of

the problems, for the formation of a citizen of the new information society. In view of this, the basic concepts are the competence and education. The result should be competencies graduate: value-orientation, general cultural, educational, and cognitive, communication, information, labor and social competence of personal self-development. L.S.Vygotsky pointed out that "no one and nothing cannot be taught, in the end, each student learns to himself," so it is a special month for the ability to graduate of personal self-development. This ability to develop, creating situations that stimulate the search, processing and use of the situation, thereby expanding horizons of students. An example of this is the distance education projects that enhance the motivation to learn, as students see the practical application of the knowledge.

As defined in the concept of continuous pedagogical education of the Republic of Kazakhstan, the teacher and the competent authority, which owns the entire arsenal of tools, socially mature, creative person, able and willing to professional self-improvement.

It should be noted that in these days of professionalism of the teacher is impossible without the use of modern computer technology, Internet resources, tools and technical expertise multimedia. Information requires the ability to navigate the flow of information to search for relevant information, analyze it, make a selection, interpret and present information using information technology, which is today one of the most significant factors of professional success.

However Innovative processes are always accompanied and difficulties.

First, the psychological barriers, no secret that the academic staff has always been somewhat conservative in relation to various Innovations, as too rapid transformation does not allow the teacher to quickly adapt to new conditions and, accordingly, on the head of the student falls too much flow of information, which is not can have a positive impact on children's health and morale.

Therefore, it is a healthy conservatism of the school as a social institution will allow for a stable connection between the generations, to preserve continuity in the development of society. The strategy is based on such information all deductive principles as the principle of clarity and systematic approach, the principle of consciousness and creativity of students, the accessibility and feasible difficulties, the principle of the collective nature of the training, and taking into account individual characteristics of students.

Administration conducted a survey of teachers for the following: the ability to work in a text editor, the ability to use in training activities of Computer Technology (Internet resources, presentations), the ability to process information in a spreadsheet, gave the following result:

Average level of computer grammar all school teachers was 70%. Differentiated analysis by groups of teachers shows that the category is the most competent humanity teachers and natural mathematic cycle. It should be noted that almost the entire staff has mastered a set of text in a text editor, able to use Internet resources to process information in a spreadsheet.

School's computerization itself will have no effect without qualified personnel. It should be noted that the subject teachers barely able to master the entire depth of knowledge in the field of computer technology, in turn computer studying teacher cannot and should not become an expert in all subjects. For teachers of all subjects it was necessary to master technology in their independent use of the new teaching tool, new ways of presenting educational material, to learn to use the training products, which they presented to the developer. It was to address this issue have been organized by the school administration seminars: «The main office applications: Word, Excel, Power Point», «Creating Flipcharts», «Working with Online test shell Activole VR».

In order to identify best practices information among the teachers, school administrators were organized competitions: "Methodological works using ICT", "Teachers' electronic portfolio".

It is need to continue to collect nuggets of excellence and on this basis to develop productive methodological approaches.

But there are problems in this way. One of issues is organizational. No clear idea implementation stages computer in the learning process, which must be clearly understood, justified pedagogical, psychological, medical, and other considerations. At some stage, the computer must take the performance of analytical transformations, but only if the student himself clearly knows how to perform these actions. That is, information technologies do not displace, but support traditional methods.

But we want to recall the words of the company's founder Microsoft Bill Gates "...Portrayed fear that technology will replace teacher. For this I can unequivocally say, nothing like that. Information highway will not replace or provide faculty talent of teachers, creativity ability of administrators, parents' attention, and diligence students themselves, finally. However, the technology will play a critical role in the educational process. "

The concept of informatization of education shall determine whether the use of information technologies in the following cases:

- the study of the new material, followed by the visual side by side;
- for practicing basic skills after studying the topic;
- for diagnostic testing mastery of the material, which allows the teacher to get detailed information on the individual student, to qualify the error, identify gaps in knowledge;
- computer is indispensable in the individual work with students and online learning.

There is also the problem of technical.

Without the development of the material-technical base is impossible to talk about the information. For this task at our school was done a lot of work: for teachers to access the Internet was implemented a local computer network, consisting of 45 computers, each computer has access to the Internet, so you see a point WI-FI. Covering 90% of the school.

Each year, the system requirements for computers and associated peripheral devices is growing, therefore necessary to consider the appropriate modern information technology and computer technology, that is to periodically update the School of Computer database. Just want to raise the issue of broadband access to the Internet. The speed of access to the internal resources of our 512 kb and 256 kb to external, that with the current number of 45 computers and stationary possible 100 computers connected through a point WI-FI is not enough.

And dreams of the future, it is necessary to identify priorities:

- School teachers are constantly improving their information competence.
- Continue development of distance to work with gifted students.
- Participate in online competitions of international level both students and teachers.

The day is near when information technology will be implemented on the maxim, as information technology:

- change the content of education, making some adjustments in the method of teaching traditional academic subjects;
- serve as a resource-efficiency training individualized it , providing access to large volumes of information, processing of complex data;
- organize new forms of interaction in the learning process and change content and character of the teacher;
- improve the management of the education process, its organization, control and planning.

Thus, they are improving all the substantive and structural aspects of the quality of education.

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NEW QUALITY OF EDUCATION THROUGH THE INTEGRATION

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One of the main objectives of education is to prepare the child for the modern life. And this training is through the formation of his necessary competences. One method of forming is the integration of disciplines. Integration enlivens the educational process, saving training time, eliminates fatigue, humanitarian thinking focuses on the future.

Today, integration is global. Integration is in the state and education must respond to the process.

Integration – (Latin – a whole) – means restoration, the union of parts into a whole, and not mechanical, but interpenetration, interaction, mutual vision, mutual expression and mutual realization.

The present educational system to include some types of integration, which is divided on the methods, levels, directions.

The integration creates a complete picture of the reality surrounding us, teaches us to see all things animate and inanimate nature in their deep relationship and at the same time contradictory.

Integration of subjects involves the synthesis of information from different areas of science and practice of human activity.

The results appear in the integrated education of creative thinking of students. It makes not only for intensification, systematization and optimization of learning and cognitive activity, but also helps to master literacy of culture. A type of culture determines the type of human consciousness, so the integration is extremely urgent and necessary in today's schools.

Implementation of integration has several objectives:

- Significant reduction of the teaching load of schoolchildren;
- Increase due to a holistic knowledge of the objects of study, the effectiveness of their academic work;
- The creation of pedagogical – psychological atmosphere of openness of thinking both teachers and pupils;

Pedagogical value of integrated education is to enhance the diverse cognitive activities of students, developing their holistic thinking and creative skills for general information only. Children learn to see an object or phenomenon from the perspective of different disciplines, combining knowledge in various subjects.

Creation of integrated courses, an integrated lessons and integrated training contribute to the formation of the scientific outlook of the pupils, and create conditions for the optimal use of training time. When integrated education students master combined knowledge and skills of a systemic nature, is an important factor in their overall development. The presence of integrated knowledge of students performs addition to educational and vocational educational functions:

- Comprehension of the inner beauty of a holistic world in all spectra;
- The formation of the modern world in relation to the environment;
- Preparation of generalists, able to resolve complex issues of science, technology, economics, and ecology;

The idea of creating integrated courses that combine disciplines of natural – science cycle occurred in 1980. It cannot ignore the problem because the nature – is one. Biological, physical and chemical sciences are studying its methods this nature, delving deeper into its laws.

Application integration in the study of science subjects cycle of the following tasks:

- Strengthening interdisciplinary connections;

- Integration of knowledge with the structures of thinking;
- Reduce congestion students;
- Expansion of the information received by the students;

Recently, when louder and louder ask the question about the health of the nation, a very important implementation of the third objective – reducing congestion students. Overload leads to the fact that the students do not have time for a thorough study of the material against the student day mode; overload prevents regular homework, makes it impossible to engage in sports and physical labor and, in turn, greatly affects the health of schoolchildren.

If the content of a school course developed without integration, the school does not always receive full or in teacher training programs scientifically. Consideration of our surroundings in one subject does not provide an adequate level of forming a complete picture of communication objects and phenomena of the world.

Chemical science, in general, is in the heart of integrative tendencies in the development of science. It is saturated with mathematical methods and physical theories, the flow of ideas that permeate science, pass through most key problems of chemistry. The chemistry methods and ideas continuously being introduced into the biological, geological and other sciences, but interaction with which also affects the appearance of chemistry. Progressive Methodists last thought criteria broad education teacher, his ability to capture the relationship between its object and other disciplines can merge readiness to hold classes on certain sections of the adjacent object.

Textbooks of physics, chemistry, biology, geography are still largely not coordinated with each other, and the corresponding program poorly coordinated in time, are required to improve the skills in this field of studies, in particular, and in particular – chemistry course. Competently and objectively posed pedagogical experiment to introduce interdisciplinary connections and integrated courses is extremely valuable.

The following types of integration:

- Object
- Conceptual (or course covers topics that reveal the content of scientific concepts: matter, energy, motion)
 - Theoretical (conceptual) – periodic law in chemistry, physics, biology.
 - Methodical (methodology, philosophy and methods of knowledge)
 - Problem (environment, drugs, healthy lifestyles)
 - External (Elementary School)
- Activity (discussion, participation in teams, making plans and interdisciplinary projects)
 - Practical (a comprehensive review of technical products or processes)
 - Chronological (in the end of the year you can use the "The great people", "History of Scientific Discoveries")
- Psycho-educational (is specially organized information, in accordance with the theories, models of the learning process, developed in psychology and didactics)

Conditions necessary for compliance with the integration:

1. The range of research study should match or be similar in content.
2. In integrable school subjects used the same or similar methods, study.
3. Integrable educational disciplines are based on the general laws, theories and concepts.

Integrated student results and learning through cognitive activity.

1. Ability to identify cognitive problems that need to be solved, and in the process of learning activity (to be aware of this problem what I know and what I need?)
2. The ability to choose sources of information adequate educational purposes – cognitive activity.
3. Ability to present the work in the form of appropriate learning situation.
4. Self-monitoring and self-evaluation (comparison of results and objectives)

Integrated lesson – this is one of the possible forms of training sessions in which the integrated features inherent in the traditional lesson and other characteristics, which generated a new form of learning and cognitive activity.

Integrated lessons are integral and fragmented. Integration of the entire lesson can arrange rare. They are more interesting, because every day in the classroom, there are two teachers at the same time, helps to solve many problems, use different methods and forms of education. Fragmentary lessons allow us to consider a small number of issues. Integrated lessons can be made between different academic disciplines, which, at first glance, seem to be incompatible.

After receiving the integrated knowledge, the students will see that the world is a collection of a large number of complexly interacting constantly evolving systems. The evolution of the biosphere and human society are governed by the same laws – the laws of the theory of self-organization.

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NEW APPROACHES IN THE RUSSIAN TEACHING

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The modern world demands big responsibility for everything that occurs around from a person. Understanding of all this should take root at school when a pupil not simply acquires a portion of knowledge, but understands why it is

necessary to study and how to study. Modern approaches in education serve to develop pupil's ability to understand, control and track the teaching (or learning) process. Priority is to master the Obligatory State Education Standard (GoSO) that is to assimilate knowledge.

As per the data of gazeta.kz web site dated September 18, 2012 Kazakhstan takes the 14th place by literacy rate (from among 144 countries), at the same time language teachers can disagree with it as daily practice shows the reverse tendencies, namely, decrease in pupils' literacy rate. Role of school is to form functionally literate citizen. How can it be realized in conditions of secondary school where children of different level of development and competence in language are taught? Role of a teacher is to form a certain linguistic "baggage" of pupils. New approaches in teaching and education are the tool that a teacher must and can use in his/her practice.

Let us designate these new approaches: creating the favorable educational environment; forming pupils' understanding of what to study; estimating of learning results based on personality of a pupil; establishing a dialogue at a lesson.

Every teacher must understand that teaching process is an integral set of pedagogical mechanisms, which increases pupils' educability. [1, page 148]. First, it is creation of the favorable psychological atmosphere of a lesson, which will influence pupils' activity, quality of teaching material assimilation, formation of the positive attitude to school. Secondly, it is organization of educational activity so that each pupil could work in a zone of his/her proximal development. Here we include forms and methods of educational process organization. At an initial stage it is pair work which develops into group work. Advantage of group work, as per L.Vygotsky's theory, is that a person is most effectively taught in an environment of other people interacting with them. It can be teachers, parents and schoolmates, i.e. more learned people. Assimilation of a new material must be effected through communication at least with one partner. Practice showed that forming the groups is rather difficult process, requiring certain time and observation from a teacher. By experience, first children choose groups based on interests, but afterwards when they understand that lesson is knowledge acquisition process they try to find group where they feel comfortable in respect of both communication and knowledge acquisition. From lesson to lesson, I observed how communication in groups helped pupils with lower rate of development to raise up in a stepwise manner and overcome difficulties. At the same time, pupils with a higher development level demonstrated increased responsibility for their level of knowledge and for those they help. Such mutual support favorably affects both pupils' level of knowledge and psychological atmosphere of a lesson.

L.Vygotsky in his social and cultural teaching theory defines a zone of proximal development that a pupil reaches with the direct participation of an adult or more "significant" one. During the teaching degree of support and external influence on a pupil changes, Zh. Bruner defined this process as "scaffold erection". The backbone of it is that a teacher "pushes" a pupil to achieve a goal, in

the course of time the teacher's role becomes guiding: the pupil needs less prompts, learning is carried out independently, i.e. becomes self-control.

Scientists define three elements of self-control learning: self-orientation in the course of working on tasks, self-defining by a pupil a problem and objective and self-choosing the strategy to achieve the objectives and solve the problems.

Observations showed that all three elements of self-control learning could be tracked even in a poorly educated class. For example, when casting parts in the group pupils try to consider abilities of everyone: a pupil the most mastered in speech becomes a speaker, the most authoritative pupil becomes a leader, a weaker pupil gets a role of a secretary and the weakest ones become the observers. However, in the course of work even weak pupils aspire to a role of the speaker, especially when they see that the speaker always receives help in the group. It is shown during the individual work with the textbooks or cards: some pupils are not able to determine complexity level of a task and choose the tasks estimated by the maximum point. Understanding that it is necessary to perform tasks from a simple to the difficult one comes only when they fail to perform the task.

It is more difficult for a pupil to determine a problem and objective independently. Good pupils can come to the problem, however not always can word it, it depends on level of speech habits. The problem is determined quicker when working in the group, for example, at the second lesson "Review. Adjective" as a psychological warm-up I suggested a counting rhyme "I am what I am". The text was on an interactive board. The pupils were offered to name a part of speech which is used more often than others, and to name a topic of the lesson. Pupils easily determined often-used characteristics (big, small, thick, thin, sad, cheerful etc.) and identified them as an adjective.

In my opinion, during the group work pupils feel support of each other whereas during the individual work some of them, even knowing the correct answer, are afraid to be mistaken.

Still more problems arise when choosing a strategy independently. I see a cause is that typically tasks are performed as per sample only, some pupils need not only to read the task but someone to explain them the task aloud. Many pupils just wait somebody to push them to the next step. In the previous practice I often used individual training sheets, where described *what* a pupil had to know and *how* had to perform a task. Some poor-educated pupils during final questionnaire survey indicated that the training sheet helped them in studies. Pupils showed rather independent choice of strategy to achieve the objective when using methods of critical thinking. At the beginning of a lesson I distributed sheets with one word in it to all pupils, the task was to find similar terms and to group them. For example, words "a song", "a note", "an anthem" and "MP 3" should be joined in "a music" term; words "a borsch", "a tea" and "a tea cake" in "a dining room" term, etc. The first minute pupils could not find any compliance until one of the pupils suggested to join all in a circle and sound the words. After that groups were quickly organized. The next example is creation of a cluster. During this work pupils should apply all three elements of self-control learning: to determine why the

cluster is formed; to coordinate with group how to represent a material; to allocate responsibilities in the group. After speech of the speaker in other groups to analyze and evaluate the work and to make changes.

All these observations revealed a number of issues in self-control learning:

1. Inability of some pupils to determine the learning objectives due to the lack of structured basic knowledge.
2. Undeveloped habit of self-directed work
3. Inability to choose a strategy to perform educational tasks.
4. Not guiding, but directing role of a teacher in the course of teaching

The conducted lessons showed that application of self-control strategies affected pupils' involvement level in educational process. The atmosphere in the working groups changed, poor-educated pupils ceased to be afraid to answer, there was mindfulness when performing tasks. When applying these strategies it is necessary to determine precisely a basic level of knowledge, to provide the differentiated tasks for pupils of different levels of development; to include self-control in own activity, i.e. to give pupils the opportunity to perform the offered tasks independently, without direct help, and as a result, to evaluate themselves adequately.

At modern school, there is established system of evaluation complying with education standards. Such evaluation method finishes teaching process. New approaches in teaching provide not only an evaluation of pupils' scope of knowledge, but also assessment of teaching process and increase in a pupil's knowledge level relative to himself/herself. Today evaluation is resorted to as systematic summarization of teaching results to decide on further education.

The evaluation issue always causes hot disputes among teachers. First, *what* to evaluate. The majority of teachers determine pupils' knowledge and skills as subjects of evaluation which are evaluated according to current State standards and the criteria developed for a specific task, a specific class or a specific pupil. Now the external and internal evaluation became topical. External evaluation shows level of knowledge and skills assimilation, a teacher applies it, internal evaluation, i.e. self-evaluation, has to influence the personal growth of a pupil. Coincidence of external and internal evaluation gives an objective evaluation and enables conflict-free teaching process. Secondly, how to evaluate: formative evaluation at every stage of work (is more often through verbal encouragement), summative evaluation – when completing the work, criterion evaluation – when performing a specific task.

In my work I tried to vary ways of evaluation. For example, systematically homework was evaluated (check of writing-books), extent of subject assimilation was evaluated through testing (paper and computer), vocabulary was evaluated by cross-checking the word quizzes or writing from memory. All works were performed considering age peculiarities, observing the scope of studied material. During a lesson pupils received marks for vocabulary work, for knowledge of a theoretical material, for exercises performance. At the end of the lesson, the average mark for the lesson was aggregated. All these methods concerned learning

evaluation, i.e. summative evaluation. However, previously studying person-centered teaching methods, I understood that it was impossible to evaluate all pupils by unified criteria due to different intellectual abilities, mental processing and personal experience. Therefore, after recitation I practised commenting of answers by pupils. During comments pupils are able to evaluate the answer from the point of view of "what I told, what I forgot to tell", but thus they do not pay enough attention to speech of each other and ways of task performance. It is necessary to emphasize it always.

During work, I constantly used evaluation sheets where all proposed work types were described: vocabulary work, knowledge and recitation of theory, practical work. Overall mark for a lesson was equal to an arithmetic average for all types of works. It allowed evaluating only the end result of a pupil's activity. The evaluation sheet which appeared recently, is enriched. It includes criteria of activity evaluation when performing specific tasks. For example, a pupil has to determine how he worked in a group: put forward key ideas, analyzed and classified, gave examples, explained material clearly, fixed information, took part in preparation of the speaker, represented graphically.

A pupil has an opportunity to evaluate his/her scope of knowledge by set criteria. Such method helped to eliminate conflict situations, stimulated manifestation of self-analysis of activity by a pupil – what I know, what I can perform. An important factor was that pupils realized responsibility of evaluation process: they came to an objective evaluation of activity of each other, having excluded evaluation by personal kindly feelings and antipathy (Management and Leadership in Learning).

In my opinion, it is efficient to apply formative evaluation of speakers. This process showed how well evaluators were familiar with proposed material. "Public" self-evaluation was efficient: thumb up – it was good, a thumb horizontally – it was satisfactory, a thumb down – it was bad. Observation showed that at the first attempts to apply such self-evaluation pupils evaluated themselves comparing with the others "am I the worst pupil in the class", as a result the self-evaluation was not always adequate. Afterwards pupils understood that they were so evaluated to help them when they had not learned material well, and so that they begin treating themselves with more critical attitude, to ask for the help those who learned the material well.

From all previously mentioned it is possible to draw a conclusion that correctly organized evaluation guarantees a successful learning. Providing feedback between a teacher and a pupil through effective statement of questions; independent or joint determination of evaluation criteria, ability to make self-evaluation and cross-evaluation of activity at a lesson affect it.

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INNOVATIVE TECHNOLOGIES IN EDUCATION

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Modern stage of society development sets a number of new problems to the Kazakhstani education system, caused by political, social and economical, worldview and other factors, among which it is necessary to highlight the necessity to improve the quality and accessibility of education. Increase of academic mobility and integration into the global scientific and educational space, creating the best educational systems in economic sphere, increasing the level of university cooperativeness and strengthen the links between the different levels of education.

One of the effective ways of solving these problems is the computerization of education. Improvement of means of communication has led to significant advances in information exchange. The emergence of new information technologies associated with the development of computer tools and telecommunications networks, gave the opportunity to create a new qualitative informational and educational environment as a basis for the development and improvement of the education system. [1;28-30]

The task of technology as a science is to identify patterns of population in order to identify and exploit the most efficient, consistent educational activities that require less time, material and intellectual resources to achieve any result.

Innovation is the introduction of new forms, techniques and skills in the field of training, education and research. In principle, any socio-economic innovation, as long as it has not yet received the mass, i.e., mass distribution can be considered as innovations.

The specifics of education at the beginning of the third millennium has specific requirements for the use of various technologies, since their product is aimed at the living, and the degree of formalization and algorithmic operations of educational technology is unlikely to ever be comparable with industrial production. In this regard, in addition to educational activities technologization as an inevitable process of humanization, that now is becoming more widespread in the student-activity approach. Deep processes occurring in the system of education in our country and abroad, lead to the formation of a new ideology and methodology of education as the ideology and methodology of innovative education. Innovative learning technologies should be seen as a tool with which the new educational paradigm can be realized. [3;67-69]

The main goal of innovative education is to prepare people for life in a changing world. The essence of this training is the orientation of the educational process in the human potential and their implementation. Education should develop mechanisms for innovation, to find creative solutions to critical problems, help to turn creativity into shape and form of human existence.

The purpose of innovative activity is a qualitative change in the personality of a student in comparison with the traditional system. It can be possible by the

introduction not known practice of teaching and educational program to the professional activity that will remove the teacher crisis. Developing the ability to motivate, to orient to information received, forming an unconventional creative thinking and development of children through the maximum disclosure of their natural abilities, using the latest advances in science and practice are the main goals of innovations. Innovative activity in education as socially significant practice, oriented on moral self-cultivation rights, is important because it is able to provide conversion of all existing types of practices in the society.

Taking into account the transition to the global informational society and making of knowledge, the relevance of forming social and economic needs of the present and future can only be spoken if modernization is based not only and not much on the organizational innovations than on substantive change in the content and technology training, and the training of scientific research. As a social institution, which reproduces the intellectual potential of the country, education must own a capability of advanced development; meet the interests of society, individual and potential employer.

Using information and communication technologies makes it possible to significantly speed up the search process and pass information, transform the nature of mental activity, automate human labor. It is proved that the level of development and implementation of information and communication technologies to the manufacturing process determines the success of any company. The basis of information and communication technologies are the information and telecommunication systems based on computer facilities and hardware and software tools for storing, processing and transmitting information over a distance. [2;33-36]

Modern school must become an innovative area of advanced information technology, a place where one gets not only the knowledge, but also enter into the spirit of the modern information society. Without the use of information and communication technologies (ICT) educational institution can not claim the innovative status in education. After all, innovation is considered to be an educational institution, widely implemented in the organizational learning process, teaching, technical and technological innovation, and on this basis to achieve real increase in the rate and volume of learning and quality of training. The word "innovation" (from the Latin "Innova") appeared in the middle of the 17th century and means a new occurrence in some areas, implantation into it and causing a number of changes in this area. Innovation is, on the one hand, the process of implementation, deployment, and on the other is an activity to putting innovations to grow in a social practice, and all – not a thing.

Transition to interactive teaching methods and real-time technologies requires significant telecommunications resources that can provide the necessary link participants in the educational process, support of multi-technology, high-performance of telecommunication equipments and network capacity data transmission.

Novations or innovations are typical to any professional activity of a person and therefore naturally become a subject of study, analysis and implementation. Innovations alone do not occur; they are the result of scientific research, advanced pedagogical experience of individual teachers and entire communities. This process can not be spontaneous, it needs to be managed.

In the context of the innovative strategy of entire pedagogical process teachers and caregivers are direct carriers of innovative processes. With all the variety of technology training: teaching, computer, problem, modular and others – the implementation of leading pedagogical functions rests with the teacher. The introduction of modern technology to the educational process teacher and tutor learn more as a consultant, advisor and educator. It requires special psychological, educational training form them, as in professional activity of teachers are being realized not only special, subject knowledge, but also the latest knowledge in the field of education and psychology, technology training and education. On this basis is formed the readiness of perception, evaluation and implementation of pedagogical innovations. [4;123-125]

In understanding the nature of innovative processes in education lie the two most important issues of pedagogy – the problem of the study, synthesis and dissemination of good teaching experience and the problem of introducing the achievements of psychological and educational science into practice. Therefore, the subject of innovation, content and mechanisms of innovative processes must lie in the plane of the union of two interrelated processes, considered until now while it is still isolated, i.e. a result of innovation should be the use of innovations of both theoretical and practical as well, and those that are formed at the intersection of theory and practice. All these underline the importance of management capacity, development and use of pedagogical innovations.

First, the ongoing social and economic changes have necessitated radical renewal of the education system, methodology, and technology organization of the educational process in educational institutions of various types. Innovative nature of teachers and educators, including creation, development and use of pedagogical innovations is a means of updating educational policy. [5;229-232]

Second, strengthening the humanization of educational content, a continuous change in the volume of academic disciplines, the introduction of new subjects require a constant search for new forms of organization, technology education. In this situation significantly increases the role and authority of pedagogical knowledge among teachers.

Third, the changing nature of teachers' attitudes to the fact of the development and application of pedagogical innovations. In the strict regulation of the content of educational process, teacher was not only limited to the self-selection of new programs, textbooks, but in use of new techniques and methods of teaching activities. If earlier innovation was limited mainly to the use of the recommended top innovations, now it is becoming more selective, exploratory nature. It is therefore an important direction in the heads of schools, education authorities is the

analysis and evaluation of input teachers pedagogical innovation, the creation of conditions for their successful development and application.

Fourth, the occurrence of secondary schools in the market, creation of new types of educational institutions, including private, create the reality of their competitiveness.

Therefore, education is essentially already an innovation. By applying these technologies in innovative learning, teacher makes the process more complete, interesting, and enjoyable. When crossing the subject areas of natural sciences, such integration is a necessary for forming a holistic worldview and world innovations include the introduction of ICT in the educational process, the software comes to schools as interactive whiteboards, modernization projects.

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THE INFLUENCE OF INTRA-GROUP ACTIVITY ON THE COMMUNICATIVE COMPETENCE OF STUDENTS OF PEDAGOGICAL HIGHER EDUCATION INSTITUTION

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At the present stage of development of society it has already become obvious that as process of giving of intellectual and spiritual shape to the growing person we cannot be limited to only one concept – "education". The integral process of formation and development of the personality, acceptance of moral standards and mastering of communication is impossible without education, because it also a particular process in the form of set of influences on formation of the personality which leads to adoption of habits of behavior and accepted social norms in this society. Speaking about the education of communicativeness, we have to recognize that it is the same long process, as education of other human qualities. At all times the teacher had to meet the expectations of the society in its ideas about what should be an employee of this branch of work, in terms of the general culture, professionalism and personal qualities. Today more than ever, the interest of society to the personality of the teacher has increased. Our today is the time of

business people who are active, confident in a variety of professional and social interaction. Modern society demands from young specialists not only profound knowledge in the field of professional activity, but also ability to work in team, to fit into specific corporate culture, to possess a sufficiently high level of communication and speech competence. In the Concept of 12 year education in Kazakhstan its purpose is defined as: "A main goal of 12 year general secondary education: Formation and development of the educated, creative, competent and competitive person, able to live in dynamically developing environment, ready to self-actualization both in own interests, and in interests of society". [1, p5]

In the law "On education" of June 27, 2007 of Republic of Kazakhstan it is specified that: "the tasks of an education system is education of the personality with an active civic position, development and formation of the personality". [2, p15]

Thus, in the preparation of teachers despite the fact that the high level of communicative competence is necessary for successful self-determination and self-realization in future pedagogical activities, successful interpersonal and social relationships, there are contradictions between:

- increased need for highly professional communication of teachers and insufficient level of their real communicative competence;
- the need of special formation of communicative competence of students of pedagogical higher education institution and insufficient development of pedagogical conditions of its formation.

The process of education in modern educational institutions is in the conditions of innovative activity and allows using all special forms of out-of-class communication. However in many higher education institutions the technological approach in teaching is dominated, the formation of system of the interpersonal relations not always is the object of pedagogical activity. All this complicates communication of students, leads to decrease in communicative competence. Nowadays new methods and ways of increasing of the communicative activity are actively developed and introduced, but in practice they are used partially. But the ways of increasing communicative competence of students are considered in literature only in the context of specially organized training.

In pedagogical psychology the idea of L.S. Vygotsky's internalization of mental functions was created and proved. The mental phenomena occurring in group, in the process of communication, become internalized and also become qualities of the personality. As the communicative competence is defined as "the movement from the actual interpersonal events to the results of awareness of these events, which are fixed in the cognitive structure of the mind ...", i.e. is a reflection of intra-group process, it becomes actual to consider inter-group activity as a leading factor of increasing communicative competence of students.

Communication is a fundamental problem of psychology. Domestic and foreign psychologists (Y.M. Zhukov, I.A. Zimnyaya, Y.N. Yemelyanov, E.A. Kuyev, D. Hayms) dealt with a problem of communicative competence.

L. Hell and D. Zingler considered communicative competence as the psychosocial quality meaning force and confidence which are shown in awareness of the ability to interact effectively with an environment.

Other researchers (E.V. Rudensky, E.V. Sidorenko) connect the communicative competence with the ability to give the social and psychological prognosis of a communicative situation, determine the direction of communication and ability to adapt in it. [3, p87]

Within the theory and practice of communicative competence is considered as a complicated formation. L.A. Petrovskaya considers communicative competence within the area, which includes the knowledge, attitudes, skills and experience in the field of interpersonal communication, [4, p125] Y.M. Zhukov gives an analysis of this concept – as a system of internal regulation of communicative action, Y.N. Emelyanov reveals it as a focus for communication, based on knowledge and sense experience of the individual, as well as proficiency in the means of communication.

In educational work of higher education institution there must be consideration of individual differences of students with different degree of success in communication and the student's groups, differentiating on parameters of intra-group activity. The need of consideration of the individual status of the student is based in this article, as a condition of his communicative competence.

Under favorable conditions there is a positive model of communication to increase communicative competence of students of higher education institution. The negative model generalizes the most pessimistic variant of communication of students. Adaptive mechanisms which are started when students overcome unfavorable situations of communication (adaptive model) are revealed.

Some authors simply equate communication and interaction, interpreting both as a communication in narrow sense of the word (i.e., an exchange of information), others consider the relationship between interaction and communication as the relation of the form of a process and its content. Sometimes they prefer to talk about connected, but nevertheless independent existence of communication as interaction. Some of these interpretations are generated by terminological difficulties, in particular the fact that the notion of "communication" is used in narrow and broad sense.

It is noted that in groups with good relationship, with active intra-group life people have better health and better morality, they are better protected from external influences and work more successfully than people in the isolated state, or else in the "sick" groups affected by unsolvable conflicts and instability.[5, p53]

Nowadays, psychologists develop the ways to improve communicative competence in student groups by increasing their intra-group activity that allows estimating the degree of well-being of relationship in real groups and each student.

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INNOVATION IN HIGHER EDUCATION

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What is innovation?

Innovation is defined as “the process of making changes to something established by introducing something new.”

Innovation means different things to different people. In the global marketplace, innovation means competitive advantages, streamlined production, and cost savings. Yet in education—something that has been taking place for almost as long as civilization has existed—what new, novel, or creative solutions have not already been tried?

Mane Pada of the College of William and Mary says “Innovation encourages creativity and promotes new ways to teach and to learn. Innovation forces faculty to think about new ways of delivering content and engaging their students”.

When speaking about innovation, so many of our members mentioned concepts like “creativity,” “originality,” and “change”.

But they also told us innovation plays a role in simply meeting the needs of today’s students.

Education is always ripe for “change”. When it comes to education “change” is also often the subject of intense passion. The economy. The classroom size. The social issues. The teachers. The parents. The school districts. And of course let’s not forget the students! All these factors and many more play into how we introduce change in our classrooms.

What is the role of innovation in education and development?

One factor that has tremendous traction right now is the notion of innovation and its role in education. In particular innovation that involves technology is a big issue right now that really has people motivated. As you can imagine, innovation and its role in education is also a huge issue for us as we are an education technology company.

Over the years there have been many changes in the way education is designed and delivered in parts of the world.

Since the early 1980s when microcomputers emerged in classrooms across the United States, the use of computers in schools has been focused on three primary functions: drill and practice, assessment, and productivity. One exception to these

are activities founded on constructionist theory. By programming a computer, students might engage in problem solving and creative, inventive thinking.

Innovation will help teachers stay in tune with modern students and their needs.”

But what would this innovation look like? One SIG member told us: “Innovation can be thought of as the 'lifeblood' of classroom engagement and student motivation. Innovation via technology resources, hands-on manipulatives, visual representations, even special speakers and events can drive students to excel where they otherwise would be claiming boredom, or worse.” Brenda Taylor insists that students today are technology “natives.” Innovation may play a role in not only keeping our children today globally competitive in the future, but also globally competent

Today, technology is a significant driver behind change, and sometimes plays an important role in innovations in educational design and delivery. There are immense possibilities for greater and wider-spread change with the use of present-day technological advancements, as well as with the implementation of innovative educational programs. The challenge is to ensure that innovation plays a constructive role in improving educational opportunities for billions of people who remain under-served in a rapidly developing world.

What is the role of innovation in higher education?

You can hardly mention higher education today without hearing the word "innovation," or its understudies "change," "reinvention," "transformation."

Higher education is hardly to blame for the collapse of the economy, but we should be held accountable for our inability to control costs, our inadequate graduation rates, and our students' lack of preparedness for the modern work force.

Ideas are everywhere, and innovation, technology, and accountability are their critical components. But they require tough choices and thick skins to survive the attack of the antibodies against change. Some university constituents hear the dreaded word "productivity" as a euphemism for bigger classes or just more classes taught on the backs of already overworked, underpaid adjuncts. In defense of the university, they head to the ramparts to demand increased state financing and cuts in administrator salaries, as if those were the only solutions.

Technology provides ways for great teachers to refresh their own scholarship and pedagogy and bridges the gap between how our students experience their college curriculum and how they learn everything else. Nearly one-third of all college students have chosen to take at least one online course. When they graduate, they will find online learning already fully integrated into the workplace.

Many technology implementations did have a positive impact, of course – sometimes not the expected impact but perhaps, instead, another unexpected but worthy impact, such as faculty members being able to use a course management system to post a syllabus on the Web before registration starts so students can make wiser decisions as they register for courses.

During those thirty years from 1980 when microcomputers first became available, to just recently, the common rhetoric in higher education has been along

the lines of “This technology will do this and that, will bring about a complete change, will revolutionize this or that...” The technology was the active agent. Colleges and universities purchased technology after watching an expert demonstrate the wonders of this or that application.

The challenge of closing the ever-widening gap between the haves and have-nots may rest with the willingness of the education community to view education from a new perspective – and to innovate. This may include making use of affordable and accessible technologies to expand access to education. It may also require other innovative process or service strategies that do not rely on technology. It may require a shift in focus, to target educational and training programs to align more closely with what people identify as their most urgent needs.

Providing education in new and unconventional ways is only one of a number of solutions, but it is through innovation that we can meet the challenges of improved efficiencies, lower costs, increasing accessibility, and greater success in achieving development goals through education.

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CASE STUDY, AS A NEW MEASURING INSTRUMENT OF EDUCATION QUALITY ESTIMATION

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Contemporary education should be oriented to supply of individual’s self-determination, creation of conditions for his self-actualization, development of a civil society and improvement of a jural state.

Together with socio-economic education and humanities, natural-science education supports versatile development of a child, being one of the components of preparation for independent “adult” life. It is quite common case when university entrant, who was educated in natural-science and mathematical profile, without any difficulty joined the university on humanities. Unfortunately, opposite cases are quite rare.

Lately as a result of a process of school education’s reformation considerable shortening of classes amount and their redistribution occurred. At the same time shortening of natural-science disciplines in the system of school education leads to lowering of educational and developmental potential of educational institution in general.

Education and society are inseparable. Any changes in society cause changes in the sphere of education and vice versa. Developing high-technology fields of science, we shouldn't forget about importance of natural-science education. It is obvious, that renewal of general education's content is a step, taken due to the time. The example of such a renewal is development of a new system of estimation of learners' knowledge quality.

Educational program includes necessary for every discipline basis of knowledge ("fundamental core") and large volume of optional part, which can be learned in accordance with students' desire and abilities. That's why nowadays syllabus of many educational institutes includes a great amount of hours for electives. The task of such courses is to broaden and extend learners' knowledge and their vocational guidance.

Great attention should be paid to introductory course's study. It will give an opportunity to start a study on earlier stage. Classes, held with usage of games, will help not only to form necessary scope of knowledge, but will have a wholesome effect on learners' health and create stable motivation to study this traditionally complicated discipline.

Within the scope of developing new system of education quality estimation there were supposed following measuring instruments:

1. Pedagogical tests;
2. Interdisciplinary exam;
3. Projects;
4. Portfolio;
5. Case;
6. Contextual tasks.

Usage of these measuring instruments will allow teachers to estimate necessary competencies of learners thoroughly and will favor graduating students' adaptation, self-determination and self-actualization.

Case is a result of teacher's reflecting activity. As an intellectual work it has its own resources: education, science and life itself. In practice we can observe combination of three resources with dominance of one of them. There are following types of cases, due to degree of basic resources' influence:

- Practical cases reflect absolutely real life situations;
- Educational cases' main task is education;
- Research cases' main task is to conduct a research work.

Case method is based on the whole set of certain didactic principles:

1. Individual approach;
2. Support with sufficient amount of visual materials;
3. Support with necessary amount of consultations;
4. Formation of learners' ability to work with information.

Case method is a specific practical method of educational process organization: it acts as a method of discussion from the point of view of educational process's stimulation and motivation and as a method of control and self-control. It includes modeling, systems analysis, problem method, mental

experiment, methods of description, and classification and game method. Discussions, which are included in the structure of the case method, train participants to follow rules of communication [1].

There are two phases that form teacher's actions when he uses case method: complicated creative work on case's and questions for its analyses' making (it is conducted outside the audience and includes research, methodical and constructive activity) and teacher's activity in the audience (opening statement and concluding remarks, organization of groups and discussions, keeping suitable mood in the audience).

Case is not only true description, but a united informational complex. As opposed to traditional methods of teaching, case technology is intended for development of learners' ability to make decisions independently and to find right answers on questions. This method supposes learners to be creative. It is important not only to get final results, but the process of gaining knowledge. In the scope of traditional method a teacher plays a role of mentor, while using case method he plays the role of a tutor. Practically any teacher, who will decide to use case technology, having his own methodology and using different forms of work with learners, can do it quite professionally. Practice of using this method can give an opportunity to draw following conclusions:

1. Learners work more actively and purposefully;
2. It increases a stimulus to get a predictable result;
3. Mobility and efficiency during work is being trained;
4. Equal conditions for everyone are created;
5. Graduating students adapt to new social conditions.

Despite complexity and time costs on case's preparation, a teacher not only realizes his abilities as much as possible, but develops them [2]. Being an interactive method of education, it wins learners' positive attitude, which see it as a game that can supply of acquirement of practical usage of material. No less important that analyses of situation influences deeply on students' professionalization, contributes to their maturing, arouses interest and positive motivation toward studies.

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CONDITIONS OF PROFESSIONAL TEACHER'S PERSONALITY FORMATION

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There is a widespread term “professional formation” used in psychological and pedagogical literature (I.S. Batrakova, E.F. Zeer, L.M. Mitina, A.I. Shcherbakova and etc), which is a result of including a human being in a system of professional training. However, along with the term “professional formation”, there are also other terms, which are widely used, such as professional direction, professional self-determination, professional adaptation and etc. That’s why it is necessary to dwell at length on these terms, considering them from the point of view of correlation with the term “professional formation”.

Professional direction is determined as a system of needs, motifs and inclinations, by which an attitude to future profession and professional activity is expressed. [1, pp 37-38]. Effective formation of professional direction occurs during educational process at university and influences on professional formation of students’ personality.

Professional self-determination is a process of formation individual’s attitude toward his professional-labor sphere and means of his self-actualization through concordance of personal, social and professional needs [2, pp 213-245]. From the theoretical aspect problem of professional self-determination is one of the key problems of professional formation of personality’s pedagogy, in which professional self-determination is considered, on one hand, as the most significant component of human’ professional development, on the other hand, as criterion of one of the stages of this process. [3, pp 20-30].

Professional adaptation is a process of man’s entering into profession. According to E.F. Zeer professional adaptation occurs on the third stage of professional formation, when young specialists start their independent work activity after their graduation of professional education [4, pp 165-184].

Professional personality formation is a hard and long process. According to O.A. Abdullina, S.B. Elkanov, V.A. Slastenin, I.D. Lushnikov, it covers pre-university, university and post-university stages [5-8].

Efficiency of professional formation process in general depends on successful passing all its stages and phases, but the stage of professional training is of primary importance, because on this stage professional formation of student strengthens and important professional qualities necessary for future work activity are being formed, development of personality by means of professional education occurs and etc. That’s why in the context of work the university stage of professional personality formation is important and it supposes passing of three stages by students:

1. Transitional stage (I–II terms). On this stage a student has to overcome the difficulties of adaptation and check himself.

2. Accumulative stage (III–IV terms) – gradual improvement of objective and subjective indications of students’ activity.

3. Determinative stage (V–VIII terms) [4].

Professional formation is a long process, on its every stage certain factors, influencing on peculiarities of course and result of every phase and the process in general, can be singled out.

According to A.B. Kaganov’s classification [1, p 81] there are some factors that can influence on the process of professional personality formation on the stage of studying at university.

On the transitional stage of professional formation of students (I-II terms) following factors are of decisive importance:

- Motifs of choosing educational institution of biological profile;
- Type of educational institution, which students graduated before entering a university;

- Position of a student in a group of his peers.

The main factor on the accumulative stage (III–IV terms) of professional formation is the attitude of students to educational process at university.

On the determinative stage of professional formation (V–VIII terms) following factors, among the ones that have a strong influence on this process, can be singled out:

- Type of occupation, which students prefer after graduation.

- A wish to work, due to their specialty, after graduation.

Also we would like to single out three factors, which can have both positive and negative influence on the process of professional formation of students on any stage.

These factors are:

1. Attitude of students to chosen specialty;

2. State of health;

3. Contentment with conditions of life.

Studying at university is the second stage of professional personality formation. This time is the time of formation of important professional qualities, that’s why the result of this stage influences on the whole subsequent process of professional personality formation.

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IMPROVEMENT OF TEACHING MATHEMATICS USING NEUROLINGUISTIC PROGRAMMING

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Currently there is a process of establishing a new system of education, which is accompanied by significant changes in the pedagogical theory and practice of the educational process. A change of educational paradigm, offers a different educational content, traditional ways of presenting information giving way to new forms of visualization, computer training facilities, other teacher-student interaction, etc. Instrumental methods of vocational training and education becomes a sphere of discussion and debate on issues of technology and innovation in education. Rise of a new concept in which the changes are conceptualized occurring in their views on the theory, methodology and technology training.

Kazakhstan is developing rapidly and is banking on the intellectual potential of the nation. In this regard, it is important that the younger generation has received a quality education [1, 10].

At school, we hear about the fact that human resources are used only by 5–8 percent. Many scientists in the world set themselves the task of finding the way to full disclosure of the human potential. And some believe that this path has already been found in the form of so-called neurolinguistic programming (NLP).

For a person with a math background NLP is the same pearl evolution, as for math function exponent $y = e^x$. Few people know that the secret of this function allows us to use cell phones and launch satellites, watch TV and use the microwave oven – all the modern "high-tech" would not exist if it was not found this little function.

The secret of its simple, like all ingenious: it is the only mathematical function of the rate of change coincides with the function. That is the function that the description itself is not changed: it describes itself. This property has made it the foundation of the solutions of systems of differential equations, so that in a mathematical sense, it was one of the foundations of all technological advances of the modern world.

NLP is an exponent in the field of psychology and cognition. It is a structure of the description of human experience, which includes also how we are doing the description. In this case, there is no new device, new concepts. We are described

NLP through NLP, and the given property, as in the case of the exponential makes NLP unique.

For a long time in Kazakhstan did not know anything about this area of psychology. But the economic crisis has created unprecedented interest in NLP, especially on the part of the Kazakhstan business community.

NLP was originated in the U.S. in 1972 due to a flurry activity by Richard Bandler, who specialized in mathematics and computer science, and John Grinder, who majored in linguistics.

For 40 years, NLP has spread around the world. Thus, the U.S. has more than 100 centers NLP, Germany operates 70 major institutions involved in researches in various fields of NLP. In Austria and Switzerland NLP is recognized by official area of psychotherapy. And in France, many standards of NLP are approved at the state level. Neurolinguistic programming has come to CIS countries with the big delay. With history in more than three decades NLP is developing in Russia for about 9 years. Institutes and centers of NLP recognized by the international community are organized and operate official in Moscow and st. Petersburg. In Moscow alone, such Centers – six. In Kazakhstan the first center of NLP was opened in Almaty in 2002, whose director is Bulat Kurmanaliev.

To say that NLP is only the direction of psychotherapy would be incorrect. NLP is much broader opportunities. It is the development of new approaches to learning, the development of the many hidden abilities, identifying the most interesting and successful patterns of behavior and thinking of people, increase personal effectiveness in their professional activities, the creation of a well-functioning and intelligent enterprises where the potential of each employee is used maximum.

NLP can be applied in various fields: business, education, management, sales, art, advertising, law, politics, parenting, organizational consultation, that is, everywhere where resources of human thinking and behavior are the most intensively involved [2, 36].

The world is produced a lot of literature on NLP and its applications is issued in various fields of human activity and also available national and global magazines with researches in the field of NLP. Examples can be the world magazine "NLP World" in English or Moscow magazine "Journal of modern practical Psychology today. Series: NLP".

With the penetration of NLP in education sphere there was the opportunity to use in the learning process when working with students methods, techniques and technologies directed to the formation, development and success achievement. NLP can be used when working with each student, with the group taking into account specifics of formation. The teacher, tracing patterns established successful behavior in a group, can create a model of success for himself and for the student and use it for more effective educational teaching and process.

From the point of view of representatives of NLP, underachieving curriculum students appear when training focused on the content, by which they are not developed lagging modality perception (a modal perception means leading type of

perception, by which the brain is the selection of the information obtained in order to enter it in the field of consciousness). In this case, the effective learning of mathematics teacher should use the malty equipment, then each student can choose his usual academic style.

By learning style is referred to a method for processing information based on the type of perception of the world, used to trainees. Given the above we can conclude that the efficiency of the educational process in learning mathematics depends on:

- 1) The leading type of human perception;
- 2) The learning style of the teacher and the teaching style of the trainee;
- 3) The characteristics of a field of study.

There are techniques of neurolinguistic programming, which can be used to improve the efficiency of the educational process in learning mathematics, students with different leading representative systems of perception and information processing.

Representative system – is the way in which the brain encodes information in one or more sensory systems: visual, auditory and kinesthetic. Indeed, throughout the life of a person perceives the world, absorbing and using different types of information. Researchers and educators often refer to their work on various types of audience: visual, auditory and kinesthetic, depending on how the audience perceives the information in the main – the eyes, ears, or through touch [3,45].

Studies have shown that there is some connection between the well-developed auditory and visual skills – those that allow a person to direct, visualize, pronounce, remember and reproduce the received information and successful learning activities, as well as the ability to communicate. Therefore, to describe ways of learning inherent in the learners, often used terms such as "spectator", "student", "worker" [4, 26].

Here is an example of how teachers can build their behavior, their communication with students in teaching mathematics, based on these principles:

1. Subjective experience is defined by five systems of perception: visual, auditory, tactile, gustatory and olfactory, and therefore the teacher must adapt to the way each of his students perceive the world and to help him in this.

2. Meaning of the message – in response that it causes. According to this presupposition, communication in the educational process should involve and anticipate caused its reaction. If not, then communication becomes meaningless, so that learning becomes inefficient.

3. There is no defeat, there is only feedback – this statement is a logical continuation of the previous one and is in a very deep thought: any outcome, whatever it may be, is the result of a step to success, thanks to which we can in the future to avoid such errors. Known American sociologist Richard Bach, meditating on the same subject, said: «In the end, true knowledge is not whether we lose the game, but how we change when we lose it, what we carry the new, what we did not have earlier...».

4. If it is impossible to achieve the desired one way, you need to try others. This specific feature seen presuppositions of NLP, which characterizes it as a method, as adapted to the contemporary dynamics, constantly evolving and creative. In education, this same principle can be applied as follows: if, «...using traditional, proven methods, you do not achieve the desired result, you need to try more and more, as long as you will not be able to solve the problem effectively...» [5, 18].

Taking the point of view of experts on NLP in education, it is important to once again indicate that it is difficult to find universal methods through training, but there are techniques, equipment and technology, with which, if you take the time for their development, using active approach in training and education can be get amazing results, both for teachers and for students. Such opportunities has neuro-linguistic programming. Knowledge and application of NLP help the teachers resolve the conflict between teachers teaching style of the teacher and student teaching style, which hinders the implementation of his ability to effectively and successfully learn.

The use of techniques and methods of NLP allows school teachers and university professors to provide assistance and educational support to pupils and students to:

- teaching mathematics (improve education);
- education (to interact at the level of cooperation, promote the development of their process of self-determination, self-education and self-development);
- communication (up to a particular condition of successful communication between the subjects of interaction);
- professional activities (to develop the professional competence of future teachers of mathematics);
- prevention of burnout syndrome (manage stress and be able to use their potential and internal resources).

The use of NLP techniques and methods in training, will help educators effectively form the trainees the ability to learn, to determine whether these additional courses, a deeper understanding of how learning styles influence the perception and success in learning activities, enhance the effectiveness of conservation education content.

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DEVELOPING INTERCULTURAL SKILLS AND COMMUNICATIVE COMPETENCE IN THE PROCESS OF FOREIGN LANGUAGE CLASSROOM TEACHING

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Teaching culture and developing intercultural skills have become fashionable phrases in foreign language teaching in the last ten years. However, this is hopefully not only a superficial and quickly passing fad since many language teachers and researchers [e.g., Ortuno, 1991; Alptekin, 1993; Coffey, 1999; Martinez-Gibson, 1998; McKay, 2000] have established that the primary aim of foreign language acquisition is to enable learners to communicate with people coming from different linguistic and cultural backgrounds in a multicultural world. Since there is an increasing need to be able to deal with cultural diversity effectively and appropriately, students also need to acquire intercultural communicative competence. Therefore, we can safely recommend that while teaching linguistic skills, foreign language teachers should also integrate a variety of cultural elements in their language lessons.

Despite the recommendations of European and national curricula for language teaching, the focus of language teaching and language teacher education is still, to a large extent, the development of grammatical and lexical competence. However, a good knowledge of grammar rules, a rich vocabulary, a few memorized speech acts and cultural facts will not sufficiently help non-native speakers of a foreign language to socialize, negotiate or make friends in the foreign language. Furthermore, native or near native fluency alone will not necessarily help native or non-native speakers of a language to successfully communicate with people from other cultures either.

Culture, an integral aspect of language learning, sometimes fades into the background in the language classes. The emphasis tends to be placed on the development of the basic skills, i.e., speaking, listening, reading, and writing. Many teachers believe in the “teaching language first, and introducing culture later” approach discussed by Omaggio (1993). However, other researchers [Brislin, Yoshida, 1996] stress that communication is an interrelationship between a language and its people and if cultural information is not taught as a part of communicative competence, complete communication cannot happen. Besides, with the emergence of English as the chief medium of international communication, there is a need and desire to communicate with people of other countries. Whenever two people from different cultures meet and use English to communicate with each other, they will use it in culturally distinct ways. Therefore, it is apparent that teaching intercultural interaction competence in English may well be among the most significant activities at the lesson. It stands to reason that culture needs to be integrated into the teaching of all language skills so that learners can learn to speak and to write, in culturally appropriate ways.

The levels of intercultural competence

What are the characteristics of effective intercultural communicators? Descriptions are found throughout the literature on intercultural effectiveness. Baxter (1993) summarizes these, suggesting that an effective cross-cultural communicator needs not only to tolerate ambiguity well but also be able to adapt to “new social conventions and behaviour demands”, and then understand his or her own cultural roots and the effect of other cultures on personal behaviour.

Similarly, Gudykunst [Gudykunst 1997] also sees the effectiveness of intercultural communication being determined by our “ability to mindfully manage our anxiety and reduce our uncertainty about ourselves and the people with whom we are communicating”.

The first thing a language teacher will ask is: Can this be taught? How can the learners acquire this in the language classroom?

A number of researchers [Brislin et al, 1996; Gudykunst, Nishida, 1998; Martin 1994; Brislin, Yoshida, 1996; and others] have tackled these questions. In designing cross-cultural training for the development of intercultural communicative competence, they suggest there is a need to address the three areas of cognition, affect, and behaviour.

Cognition

To support cognition, several researchers [Lambert, 1999; Schmidt, 2000] advocate introducing specific knowledge regarding topics such as history, geography, politics, and economics which help the students engage in communicating with people from the host culture. To some extent, this approach can provide students with a certain understanding of specific areas of culture such as the artefacts which the culture uses, so that they have the basis for intelligent conversations with the people of the host culture, and “help decrease stress” [Weaver 1993: 67]. However, this aspect of culture does not greatly influence communication. If the interlocutors do not understand the rules of behaviour, they are likely to face misunderstandings and failure in intercultural communication. On the other hand, the danger of this approach is that too many facts are presented and there are too many challenges to the students’ memory and their tolerance. It can never be sufficient and learning such information can be time consuming and tedious [Brislin, Yoshida, 1996].

Developing intercultural communicative competence needs to go beyond the mere transmission of facts about a culture and provide knowledge to enhance participants’ understanding of how and why people perform certain actions and have certain attitudes during cross-cultural encounters. As Brislin [Brislin 1994: 54] points out, “misunderstanding is reduced when people know when, how, and why certain attributions will be made”. To provide this knowledge, Brislin and Yoshida [Brislin, Yoshida 1996: 36] suggest that a language program which develops students’ awareness of cross-cultural communication should initially concentrate on culture-general cognitive training and should include familiarisation with the major differences in fundamental cultural patterns of attitude and behaviours. Such knowledge refers to specific theories or themes that are

commonly encountered in cross-cultural interaction regardless of the cultures involved.

Cognition can be considered as the first step in any intercultural training. In particular, this stage focuses on knowledge and awareness, aiming to help students understand how their culture influences their interaction with people of other cultures. To accomplish this in a language program, the language teacher can give lectures or present readings, or listening materials or, as Brislin et al (1996) suggest, foreign language learners should take part in problem-solving activities, and the analysis of critical incidents which can develop their awareness of how behavioural attributions are made during interaction.

Affect

All intercultural interactions involve some degree of stress, adjustment, anxiety and uncertainty in participants due to unfamiliarity and cultural differences. It is understood that participants may face complex emotions such as confusion, and anger. Therefore, several researchers (Brislin & Yoshida, 1996; Gudykunst et al, 1996; Kim, 1991; Lambert, 1999) have emphasized the higher aims of cross-cultural awareness at the affective level, which is to enable the students to effectively **manage** their **emotional reactions**, thus maximising the effectiveness of their interactions with members of other cultures. This leads to the “readiness to accommodate intercultural challenges” [Kim 1991]. Sharing this idea, Gudykunst et al (1996), Burleson (1993), and Weigel & Howes (1995) believe that the challenge for intercultural training is not only to provide learners with the necessary awareness of why uncertainty and anxiety occur and to provide them with the “tools and information” to manage that anxiety, but also to encourage them to confront their biases and prejudices so that they can more effectively deal with them. Gradually, they can accept the viewpoint that people from different cultural backgrounds have different ways to behave and interpret their behaviours, but that difference does not mean deficiency.

Numerous authors [for example, Baxter, 1993; Brislin & Yoshida, 1996; Gudykunst et al, 1996] have suggested different kinds of activities to develop learners’ cross-cultural awareness at the affective level. Among these, it is worth mentioning case studies, discussions, simulations, role-play, and cultural assimilators involving the use of critical incidents. At this stage, the use of critical incidents is an effective way to understand the viewpoints of culturally different people, prompting discussion concerning the participants’ emotional reactions, and developing the ability to identify culturally appropriate behaviours [Brislin, Yoshida, 1994; Black, Mendenhall, 1990]. Meanwhile, a well-prepared simulation or a role-play helps students to put themselves in the shoes of others and experience such emotions, paving the way to understand how culture influences their behaviours and emotions. In these activities, which may be culture-general or culture-specific, the learners are required to consider and discuss either their own reactions or those of others when they take part in observing “posed” cross-cultural interactions. The object of these activities is that participants become aware of the many and varied emotional reactions that may arise during cross-cultural contact

and learn, through the discussion stage of the activities, the reason for the emotional reaction given the background, thus providing the basis for the development of cultural empathy and sensitivity [Irwin, 1996].

However, it is not sufficient for a language learner to have knowledge of another culture and some degree of affective identification, because without an understanding of the behaviours and social skills necessary to accompany communication, breakdowns in the process will occur. The next part, therefore, will discuss the behavioural dimension of intercultural training.

Behaviour

Awareness and knowledge of how to face emotional challenges are not sufficient for success in intercultural interaction. According to several researchers [Brislin, Yoshida, 1996; Gudykunst et al, 1996], **practice in engaging in behaviour** must be increased to develop student's intercultural communicative competence. More particularly, in developing learners' cross-cultural awareness, the teachers need to help them recognize that changes in behaviours lead to greater probability of success in interaction with culturally different people. In turn, this develops the ability to read the behaviour of other participants in cross-cultural encounters and learn a repertoire of social skills in effective cross-cultural interactions (Cushner & Landis, 1996). In the behavioural dimension, a student needs "to develop their ability to be flexible and resourceful in actually carrying out what he or she is capable of in the cognitive and affective dimensions" [Kim, 1991]. In other words, it is the ability to discover, interpret, relate and adapt to the requirements posed by different contexts [Byram, 1997].

It is obvious that if a cross-cultural training integration is to maximize its effectiveness, it needs to incorporate all three domains – cognitive, affective, and behavioral. However, the next question is how to use these three domains in EFL teaching to develop EFL learners' intercultural communication understanding as well as their skills to deal with barriers in intercultural communication in the classroom. The following teaching and learning activities are put forward to achieve those aims.

Learning activities

With an appropriate cultural orientation, most learning activities can take on intercultural aspects, offer obvious opportunities for developing cultural and interactional competence in addition to communicative competence. For that purpose, we suggest the following activities:

Cultural assimilators

A cultural assimilator is a brief description of critical incidents of cross-cultural behaviors that would probably be misunderstood by students. After the description of the incident, the students are presented with explanations from which they are asked to select the correct one, followed by possible responses. Cultural assimilators are not only more fun to read but also help the students to identify differences in cultural values. This increases students' understanding of culturally complex issues, which serves to develop their cognitive and affective dimensions. It encourages greater sensitivity to differences in cultures.

Cultural capsule

Cultural capsules are brief presentations showing one or more essential differences between cultures, accompanied by visuals that illustrate these and a set of questions to stimulate class discussion. Cultural capsules can be recorded or written.

Mini-drama

The mini-drama consists of from three to five brief episodes, each of which contains one or more examples of miscommunication. A discussion is led by the teacher after each episode. The purpose of the mini-drama is to provide cultural information and to evoke an emotional response.

Role play

In role-play activities, students imagine themselves in an intercultural situation outside the classroom, and perform a role-play about a situation within one's own culture or another culture. Experiencing the situation from different perspectives can contribute to a clearer perception, greater awareness and a better understanding of one's own culture and culture of other people.

Cultural simulation games

Simulation developers state that the purpose of the games is to simulate culture shock. They maintain that experiencing cultural shock prior to field experience will cushion actual shock by increasing awareness of cross-cultural problems. Therefore, students can become sensitized to the helplessness of people from different cultural backgrounds when confronted with a totally new and foreign situation. The preparation for intercultural interaction provided by rehearsal and practicing in the games can make a measurable difference in the stress inherent in these situations.

Discussion

Discussion involves various topics about intercultural aspects, contributing greatly to learner's motivation and critical thinking. Discussion activity can provide students with good learning atmosphere in which students can cooperate better with one another, learn from the content of discussion and from one another. Discussion activities in the class can be in pairs or in groups.

Inviting Foreigners

People from other cultures are invited into the class to talk about their culture or their experience. This activity is useful in helping students experience real life intercultural interactions. However, this type of activity can be considered optional because it is not always easy to invite people from other cultures to come to class. It is possible that the teacher encourages students to interact with foreigners and recall their experience.

Association games

A very simple way to make students aware of the fact that words and notions cannot be fully understood without thick definitions, examples and explanations. The word 'breakfast' for example, can be easily translated as завтрак, Frühstück, petit-déjeuner or reggeli, but the mental image people have of this notion can be very different in different parts of the world. An effective awareness raising game

in this area is to ask students what they associate the word 'breakfast' with in their home culture.

At a later stage, the teacher can experiment with more abstract notions like respect, admiration, prestige, power, cooperation, criticism, etc., as well as typical behaviour patterns, and the underlying values.

Projects

Tell your students to observe the behavior of people from other cultures in different situations. If they do not live in the target language culture(s), they can also do this task by watching (assigned) movies or situational comedies or by reading short stories or newspaper articles selected for this purpose by the teacher/trainer. If it is also possible and feasible for them to interview people from other cultures, they could be asking their interviewees just a few questions about a certain topic area discussed and agreed on in class (e.g. attitudes to time, table manners, schooling, and work ethic). The results of their little ethnographic projects could be presented in class with the help of posters or videos.

Another area worth exploring is the students' own culture. It is important for them to try to adopt an outsider perspective in order to understand how people from other cultures may see them. This can either be the topic of observations and interviews as above, or it can take the form of a project where they have to collect pictures, objects and texts that they would use to describe their own culture and explain their own values to students or trainees in another country.

There are many variations on the above activities depending on the age and proficiency level of the group, the aims of the course, the available materials and the teacher's personality and preferences. Each activity described has some merits, and it seems likely that a combination of activities would be the most effective. Besides, these activities will engage students in using the language interactively, and communicatively for the meaning. These activities, if handled correctly by the language teacher, can develop students' intercultural communicative competence, build up their vocabulary, expand their grammatical accuracy, and develop their communicative competence.

Conclusion

It is obvious that intercultural communication is significantly important in English language teaching as English has increasingly become an international language and Russian learners have more and more chances to be involved in intercultural communication. It is clear that the integration of cross-cultural awareness into language teaching is of immense value in developing students' communicative competence. If EFL teaching aims at maximizing the effectiveness of intercultural communicative competence, it needs to incorporate all three domains – cognitive, affective, and behavioral. Given the fact that English has become a means of intercultural communication, integrating intercultural communication learning into English language teaching is both necessary and possible.

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MULTILINGUAL EDUCATION

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In today's world 'multilingual' is known as a social phenomenon, widely spread by globalization. At the world level, the idea of "multilingual education" is supported by UNESCO, and the preservation and development of the languages is declared as the official language policy of the European Union. In Kazakhstan, a country with a multiethnic population multilingual education is becoming increasingly important. Project trinity of languages proposed by the head of state, defines a consistent policy of Taraz State Pedagogical Institute for Development of multilingual education for training competitive specialists with knowledge of three languages.

For the development of a competitive specialist sociable positive individuals are capable of active and effective life in multi-ethnic and multi-cultural environment, which has developed a sense of respect and understanding of other cultures and the ability to live in peace and harmony to multilingual education. The purpose of multicultural and multilingual education is the formation of man, capable of active life in a multinational and multicultural environment, having a strong sense of understanding and respect for other cultures and the ability to live in peace and harmony with people of different nationalities. Multilingual education with relevant principles of humanism encourages humanization in the national educational system. Justification of the need of priority of the native language of

culture in general, which is actively adapting the languages of other peoples is strengthened by its richness and uniqueness – this is a methodological principle, which is put forward as a conceptual solution of social and philosophical problems of multilingual educational environment of the modern world. New time and new conditions require radical restructuring, the revaluation of values and ideals, revising the goals and objectives of methods and techniques of training. Foreign language education in Kazakhstan – is learning the language as a means of real and full communion. Learning a foreign language shapes communication skills, which are essential for a person as a member of society, a member of the team, a family member. It requires the ability to listen to the interlocutor, to enter into dialogue. The world is rapidly changing. The purpose and logic of the development of civilization is globalization, the WTO, the transition to a post-industrial society [1].

There is the transition from purely technical skills to the intellectual and the quality of information technology. Methodological level is a system of principles of the subject "Languages": the principle of activity, independence and self-education. "The language can not be taught – you can only learn the language," the principle of communicative and recording of the native language, the principle of differentiation and integration, the principle of group and individual approach. Language – is level system: lexical – pronunciation – grammar. Pragmatics of language or speech – communication and self-expression: the mastery of new means of expression and the world of the target language. Knowledge of the Kazakh, Russian, and other languages in today's society is becoming an integral part of personal and professional activities of mankind. All of this together is the need for a large number of citizens, practically and professionally speak several languages and to have in connection with a real chance to take in society, the most prestigious position in any job.

Currently, Kazakhstan, being a multi-ethnic and multi-religious state, developed in multilingual due to their historical development. It is essential to study languages as one of the main indicators of adaptation to the new socio-political and socio-cultural realities. According to the idea of the head of state to the positive development trilingualism is impossible without a unified political, ideological and cultural platform. The essence of a given platform strategy "Trinity of languages" is defined as: the study of the Kazakh language – as a state, a Russian – a language of international communication, and English – as the language of successful integration into the global economy. Steady trend of forming of multilingual education that promotes both professional fulfillment and civic integration of personality, causes for higher education in Kazakhstan need for training with multilingual education. As emphasized by the head of state, most students today know two or more languages, that allows to build optimistic predictions for the future: the number of Kazakhs who know Kazakh and English, and in 2020 would be 95% and 20%, respectively. Obviously, the effectiveness of multilingual education in our country is associated with a complex solution of the existing problems in this area. Ministry of Education and Science of the Republic

of Kazakhstan (RK) is focusing efforts on ensuring the quality of training and professional development of teachers, including the multilingual education.

The realization of the State Program of Education Development in the Republic of Kazakhstan for 2011–2020 mechanism to enhance the volume of credits in a foreign language in a series of basic disciplines with changes to the standard curriculum is a sequential step in addressing the pressing issues of language training of future professionals. Expansion of credit to the study of languages is reflected in the national standards for the field of "Education". Now the students of the third year of training in the amount of 2 credits will learn discipline "Professional Kazakh / Russian language", "career-oriented foreign language." A perfect example of practical realization of Kazakhstan's model of multilingual education in Nazarbayev Intellectual Schools and Nazarbayev University, is the teaching which is in English. Education in these advanced educational centers opens for our youth additional perspectives of intellectual, professional and career development. Since 2008 in Taraz, in special schools for gifted children in the experimental mode of multilingual implement programs of education, aimed at in-depth study of the Kazakh, Russian and English languages and the teaching of science and mathematics subjects cycles in English. So, now in Kazakhstan there are 33 special schools with instruction in three languages, and in the next academic year will begin the implementation of teaching English to 1st class teaching in secondary schools of the country [2].

Taraz State Pedagogical Institute, the university is the base for the implementation of the "Trinity of languages", one of the first in the country began to prepare multilingual specialists in experimental mode. Institute scientists developed a concept of multilingual education. Acting as a consultative and coordinating nature of universities in the country, he is developing an appropriate regulatory and methodical base of multilingual education, is working to improve the language skills of teachers of high schools, specialized schools, organizes scientific conferences, training seminars on the implementation and realization of multilingual executive education, educational organizations, university professors, school teachers. A training-methodical complexes on special subjects in English, published manuals, workshops have been developed by teams of Pedagogical Institute. All training materials developed TarGPI were presented at national exhibitions and seminars, courses, professional development of teachers. Having high academic potential, TarGPI introduced this program to three special educational, natural science. Simultaneously with the first group multilingual language training teachers to conduct classes on special subjects in English also began. During the implementation of the program the level of English proficiency has increased to 20 teachers of TarGPI. In general, the institution of teachers to teach special courses in English, much more. They are, as a rule, members of international programs, graduates of master's and doctoral PhD, holders of certificates of TOEFL and IELTS. As a result, TarGPI became multilingual consultation center of education in which school teachers and university professors

receive practical guidance on the educational process in the framework of multilingual education.

The main tasks of the center of multilingual education are:

1. Improving the skills and proficiency faculty and students of the Institute three languages equally for simultaneous use in the educational process.

2. The development of the faculty and students of the Institute for Intercultural Communication skills.

3. Assimilation of the values of world culture through multilingual education.

4. Strengthening the legal, logistical, scientific and methodological support.

Center functions of multilingual education include:

1. Organization phasing multilingual education priority specialties of science, and humanities teacher directions.

2. Attracting foreign scholars, professionals, educators, and representatives of foreign companies operating in the region, to give lectures and conduct classes.

3. Gradual formation of multilingual academic groups securing foreign language teachers as advisors to multilingual specialist institute.

4. Addition to the library fund multilingual books (educational, methodical).

5. Addition of an electronic database of multilingual educational, scientific, reference books.

Today we can say with confidence that the programs of multilingual education conditioned by the logic of development of Kazakhstan and international integration, demand in Kazakhstan education system. This is explained by the high academic motivation of students and practitioners due to the desire to improve the professional competence and competitiveness in international integration of Kazakhstan. The main thing to know: "Only by combining efforts, we can update the format of professional education, to achieve high goals set by the educational community of the country in the State program of development of education." "I support the principle that people know both Kazakh and Russian in our country. I think that would be good for Kazakhstan English skills that would only elevate us all. "[3].

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DEVELOPMENT OF COGNITIVE ACTIVITIES OF PRIMARY SCHOOL CHILDREN THROUGH PLAYING ACTIVITY

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The possibilities of using playing technologies in forming cognitive activity of primary school children as a component of subjectivity of primary school children are observed in this article. Author demonstrates different methods of using games in the educational process of elementary school.

Key words: subjectivity, educational process, game, playing activity, cognitive activity.

It is known long time ago about teaching possibilities of game. Many outstanding teachers fairly paid attention to the efficiency of using games in educational process. The abilities of human, child in particular, are shown especially full and, sometimes, unexpectedly in the game.

A game is an especially organized activity requiring tension of emotional and intellectual forces. A game always supposes decision-making – how to act, what to say, how to win? A desire to answer these questions intensifies cogitative activity of players. And if during this a child is talking in foreign language, it opens reach teaching possibilities. Children are not concerned about it. The game for them is first of all a fascinating work. That's why it attracts teachers, including foreign language teachers. Everyone is equal in the game. It is feasible even to poor students. More than that, student who is weak on language preparation can become leader in the game: resourcefulness and gumption sometimes turn out to be more important than knowledge of the subject. The sense of equality, atmosphere of enthusiasm and pleasure, feeling of feasibility of knowledge give an opportunity to children to overcome shyness preventing the freedom of using foreign words and positively affect on the result of education. The language material is quietly absorbed and a sense of satisfaction appears – “It turns out I can talk to everyone on the same level”.

The game is considered to be a situational and variable activity, where the opportunity for frequentative review of speech sample in conditions close to the actual verbal communication with following characteristics – emotionality, spontaneity and purposefulness of speech influence are created.

Games promote an accomplishment of following important methodical tasks:

- 1) Creating psychological readiness of children for speech communication.
- 2) Providing natural necessity of frequent revision of language material.
- 3) Training students to choose the necessary speech option which is a preparation for situational spontaneity of speech in general.

A special place in school takes such forms of education, that provides an active participation of each student in the class, increase the authority of knowledge and individual responsibility of students for the results of academic year. These tasks could be successfully solved through the technology of learning

games. V.B. Bepalko in his book “Terms of educational technology” gives a definition to pedagogical technology as a systematic practical embodiment of beforehand projected teaching and educational process. The game has a great meaning in a child’s life, as important, as work, activity and job are for adult. A game only outwardly seems carefree and easy. But in reality it imperiously requires to the player giving in the maximum energy, intelligence, endurance and independence.

The playing forms of education allow using all levels of getting knowledge: from reproducing activity through transforming to the main goal – creative searching activity. Creative searching activity turns out to be more effective if transforming and reproducing activity precedes it, during which students acquire training receptions.

On this basis, it is possible to say, that technology of playing forms of education is aimed at teaching students to realize motives of their studies, their behavior in game and in life, that is to form purposes and programs of their own independent activity and to expect its future results.

Many researchers write that regularities of formation of intellectual actions on a material of school training are found in the children’s game activity. Such psychical processes as sensory processes, abstraction and generalization of optional memorizing are carried out in it in original ways. Playing form of education cannot be the only one in the educational work with children. It doesn’t form the abilities to study, but it certainly develops the students’ cognitive activity.

In this way, the playing activity is one of the leading challenging factor in elementary school.

Summarizing the work, the following conclusions can be made:

The task of the teacher is to find the maximum of pedagogical situations where the child’s ambitions to active cognitive activities could be actualized. The teacher has to improve the process of education anytime, which would help children to effectively and completely understand program material. That is why it is very important to use playing elements and games on the lessons.

The connection of game with life and practice, problematical and emotional kind of presentation, organization of searching, cognitive activity giving students the opportunity to experience the joy of self-discovery, teaching children rational methods of educational work, skills of self-education, that are indispensable prerequisites for the achievement of success are necessary while using playing forms of education.

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INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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"Concept of Education of Kazakhstan until 2015" provides a comprehensive and thorough modernization of education at all levels. Based on the principles of state educational policy "The concept of foreign language education RK" defines the position with a new methodological approach aims and content of foreign language education in accordance with the international standard requirements.

The idea of modernization of foreign language education is expressed in the form of tier model, ensuring the unity, and continuity at all levels of the education system overall. As we know, in this model are 6 levels of learning with a set of educational programs and appropriate to each level of certification. These levels are indicated as A1, A2, B1, B2, C1, and C2. A system-level approach facilitates access to the world of education and information space. The main aim of foreign language education – the formation of the second language acquisition, willing and able to intercultural foreign language communication.

Karaulov defines language personality as a personality formed by mastering their own language. Galskii said about the concept of the second language acquisition – a person who owns not only Foreign Language but also a mentality.

Personality of the subject International Communicative Competence – a concept most consistent with modern domestic foreign language education, as International Communicative Competence is the identity of the subject is formed in the absence of the language environment. Creation of an artificial environment in a foreign language learning foreign language – one of the critical issues of modern techniques.

To achieve this, stand the question of using new technology in the classroom. The current stage of technological development characterized by the transition to the creation not only of new technologies, but also new forms and methods of teaching, new approach to learning. Task of the teacher is to create the conditions of practical language learning for every student, to choose such training methods that would allow each student to show their activity, their creativity. Therefore the task of the teacher – student increase cognition in learning foreign languages. Who teaches modern educational technology, as well as cooperative learning, and independent study of the material [1].

To my mind I want to highlight the most of new interesting methods of learning:

1. Internet
2. Cooperation
3. Method of work
4. Distance Learning
5. Modular Learning

One of the interesting modern technologies is use of **internet-resources** in the Foreign Language Teaching.

The Internet as a tool is to help build a student-centred approach to learning. Part of building a student-centred learning environment is to provide material outside of the classroom that students can access and use on-demand. Also it can provide individualization and differentiation learning with a glance of students' ability, their level, etc.

The form of work with the computer-based programs at lessons of Foreign Language includes:

- Lexicology;
- Pronunciation;
- Monologue and dialogue speeches;
- Writing;
- Grammar.

Interesting computer-based programs give students the intellectual and motivational advantages of one-on-one tutoring. There are number of reasons to use the internet in education. Students have a wealth of information open to them. Often, when they are researching obscure topics, school libraries do not have the needed books and magazines. The internet helps solve this problem. Ability to use internet – resources are huge. Global network creates conditionals to get any information, which is necessary to students or teachers. Then, a newer area of the internet to explore is online assessment. You can create your own tests online through your own website

At lessons of English language by means of the Internet it is possible to solve variety of didactic problems: to form skills and abilities of reading, using materials of a global network; to improve abilities of written speech of schoolboys; to fill up a lexicon of pupils; to form at students' motivation to studying of English language. Besides, work is directed on studying of possibilities of Internet technologies for expansion of an outlook of students, to adjust and support business ties and contacts to the contemporaries in the English-speaking countries.

Pupils can take part in testing, in quizzes, competitions, the Olympic Games spent on a network the Internet, to correspond with contemporaries from other countries, to participate in chats, videoconferences etc. Pupils can receive the information on a problem over which work at present within the limits of the project. It can be as a group work with our students or students abroad. Thus we create a model of a real dialogue, communications with native speakers.

Communicating in real language environment provided by the Internet, the students find themselves in these situations. Involved in a wide range of meaningful, realistic, and achievable targets of interest, students learn spontaneously and adequately respond to them, which encourage the creation of original expression, and not a pattern manipulation language formula. As an informational system, the Internet provides to us set of information and resources. As we know it can include:

- e-mail; teleconference; videoconference; telephone call, or conference call;

-
- chance to publish own information, create your own homepage;
 - access to informational resources: informational catalogue (Yahoo!, InfoSeek/Ultra Smart, Look Smart, Galaxy); finding system (Alta Vista, Hot Bob, Open Text, WebCrawler, Excite);
 - communication (Chat).

All these resources can be actively used by students at lessons.

Mastery of communicative and intercultural competence is impossible without the practice of communication, and use of the Internet in the language class in this sense, is simply irreplaceable: the virtual environment of the Internet allows you to go beyond the temporal and spatial framework, giving its users the ability to communicate with the real authentic interlocutors on relevant topics for both sides. However, we must not forget that the Internet – only auxiliary means of training, and to achieve the best results, you should use it wisely integrated into the process of the lesson [2].

Following from the technology that provides student-centered learning is a **method of projects**, as a way of developing creativity, cognitive function, and independence. Typology of projects is diverse. By M.E. Breygina, projects can be divided into monoprojects, party, oral speech, specific, written and Internet projects. Although in actual practice often have to deal with mixed projects, there are indications of research, creative, and practical-oriented information. The project – a multilevel approach to the study of language, covering the reading, listening, speaking and grammar.

The method of project – is a way to achieve the goal through didactic detailed design issues. This method promotes development of activity, independent thinking of students and focuses them on joint research work, develop their creativeness, and show them as a leader. This technique allows students to work more independently in class and after school, to develop their creative skills to express themselves in leadership.

Work on the project – it is always the creative process. It is safe to assert that develops students' creative expertise, which is, in turn, is an indicator of communicative language skills at a certain level. The project consists of several stages, with his defense given to two standard lessons.

Stage 1. Pupils offered in a hidden form, the problem that needs to identify, formulate.

Stage 2. Preparatory. Students master the vocabulary, grammatical structures. In parallel with this, work on the project. Texts and exercises from the book are substantial basis for the development of speech and research skills of students.

Stage 3. Discussion the project.

In practice, often have to deal with mixed types of projects; there are indications of research and creative projects. For example, when studying the topic in the 10th grade, "Different countries – different landscapes" we introduce children to geography, political system, culture, etc. different countries. Theme is based on the comparison of cultures USA, UK, Australia and Russia.

In my opinion, design training of vital topics that teach children to cooperate, and train to cooperate, brings up such moral values as mutual aid and ability to empathize, forms creative abilities and makes active trainees. In general, in the course of design training, indissolubility of training and education is traced [3].

The technology of cooperation concerns modern technologies also. The basic idea consists in creation of conditions for active joint activity of pupils in different educational situations. Children unite in groups on 3-4 persons, it gives one task, and the role of everyone thus makes a reservation. Each pupil answers not only for result of the work, but also for result of all group. So the weak students try to find out what they don't understand from the strongest students, by – turn the strongest students try to explain thoroughly to be understandable and to win the task. Therefore win the whole class, because with the help of students' cooperation the questions will be eliminated [4].

The development informational technologies also give us a new, a unique opportunity to create an unusual lesson with the **distance learning**.

For the first thing, distance learning allows students to choose time and place to study themselves.

Secondly, gives the opportunity to get education to those children who can't get a traditional education.

Thirdly, use the new modern technologies during studying.

Finally, cut down the expenses.

Moreover, to my mind, the distance learning develops students' learning individualization.

To develop students' independence we have the **module learning**. The module learning gets its name from the word "module", and means "functional part". It consists of self-dependent work. The module learning supposes clear structure of the learning content. We have 5 levels:

1. Imitative, reproductive language feature;
2. Self-dependent work is done according to patterns given by teacher or teacher's book;
3. Reconstructive self-dependent work;
4. Eristic type (essay, have task, aim);
5. Creative (research, project).

Also it can be as in class, as out of class. *Forms of class*: drill, practical, productive, semi-productive, creative; *Forms of out of class*: traditional (reproductive, productive, semi-productive and creative-projects, reports).

The modular learning develops students' motivation, intellect, independence, team spirit, ability to manage their cognitive activity. The module creates positive motives to learning through the emotional content, educational search and a life experience.

To improve self-dependent work in FLT we can through the strict requirements:

- to increase number of hours;
- to plan and control learning process;

– it must be conducted in different forms (acc.to learning and cognitive styles);

– problem-oriented and based on computer technologies;

– interdisciplinary relations with other subjects.

Realization the elements of modular block realize during 45 minutes after pre-study or revision the basic material within the scope of elective course 1 time in a week from the 2nd to 11th forms as in class, as out of class [5].

Now training to a foreign language in the school undergoes the big changes. A new information technology more intensively began to take root into educational process, such as the Internet, audio- and video complexes, multimedia training computer programs.

Multimedia technologies are set of various ways of training: texts, graphic representations, music, video and animations in an interactive mode. The new educational environment creates additional possibilities for development creativeness of students, stimulates their inquisitiveness, and imparts interest to scientific activity. And using innovative technologies in education is much variety to the process of perception and mining information. Thanks to computers, the Internet and multimedia students have the unique opportunity to master large amounts of information with its subsequent analysis and sorting. Significantly expands the motivational basis of learning activity. In terms of multimedia, students receive information from newspapers, television, the interview itself and conduct videoconferences.

We can say that innovative technologies are used to make the process more effective and resultative. We can acquire students' knowledge, skills, habits, competence and cognitive mechanisms. Achieve better results in terms of competence approach. Because of innovative technologies we develop students' abilities in self-dependent search of information, the ability for cooperative work and the ability for self-educated.

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COMPARATIVE ANALYSIS OF ASSESSMENT SYSTEMS

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Assessment is an integral part of teaching and learning processes which can both motivate and discourage the learner. This viewpoint causes a great number of questions raised for and against various evaluation systems used in the teaching-learning process. First, we suggest dealing with the meaning of assessment concept. So, an assessment, to quote the Oxford Advanced Learner's dictionary, is 'an opinion or a judgment about somebody or something that has been thought about very carefully' [1, 78].

Higher education system uses two ways of assessment including traditional and Grade Point, based on Grade Point Average also known as GPA. Another classification of assessment includes three types: summative, formative and diagnostic.

Traditional assessment system (5 points) does not possess great range of variation. A teacher cannot give grades with pluses or minuses, which limits the grades' range just to precise 5 points.

Talking about the GPA system, we can see a richer gradation. One point in a traditional system equalizes to two-five scores in the described evaluation system. For example, "5" = A и A- (100-90%), "4" corresponds to B+, B and B- (89-75%), "3" may have five variations in the GPA system, i.e. C+, C, C-, D+ and D (74-50%), moreover there is an F (49-0%), showing non passing grade or failure.

Grades can be appointed in different ways: as letters, range, percentage equivalents or in form of descriptors (Table 1 shows the system accepted in Kazakhstani higher education system).

Table 1.

Letter	Range	Percentage	Descriptor
A	4.0	95-100	Excellent
A-	3.67-3.99	90-94	
B+	3.33-3.66	85-89	Good
B	3.0-3.32	80-84	
B-	2.67-2.99	75-79	
C+	2.33-2.66	70-74	Satisfactory
C	2.0-2.32	65-69	
C-	1.67-1.99	60-64	
D+	1.33-1.66	55-59	
D	1.0-1.32	50-54	
F	0-0.99	0-49	Poor

The GPA calculation is based on the sum of all the grades received by a student during a given period divided by the total number of grades taken, which constitutes the average grade of the student. The internationally universal

evaluation system has many opportunities. First, this may provide a more flexible mobility of the student, second, it is easier for the potential employers to see and understand the score system and thus to choose an appropriate and suitable employee.

Having described and compared traditional and grade-point systems, we consider the latter to be more acceptable that allows a more meticulous knowledge assessment. However, assessment system can also be subdivided into summative, formative and diagnostic.

Teachers hitherto made greater accent particularly onto the summative system, which has a bigger number of drawbacks. For example, among them one can see a more prevalent outside control and lack of self-evaluation opportunities. Moreover, such type of assessment is deficient of information and transparency, has a limited nature, complicates individualized instructions and has a traumatic character. Furthermore, the teacher focuses on volume and form rather than evaluates the quality of achievements. Another disadvantage is comparing students, which is not allowed in a contemporary learner-centered approach. Such an evaluation system often demoralizes and discourages students, which could adversely affect the learning/teaching process and its outcomes. Thus, summative assessment is mostly conducted at the end of the term and is largely performance based.

Formative assessment is more acceptable today. First, the teacher measures not only the final result, but the process of learning itself, which serves as a motivation for the student or learner. As a consequence, the student's continuous work results in a more prolific outcome. Formative evaluation has an impact on achievements growth and development. This type of assessment can also contribute to tracing the progress of the group, which is often required from teachers in modern schools. Thus, formative evaluation is more acceptable both for student and teacher and apart from the summative, formative type is fulfilled throughout the term and is more continuous. Not to be formalistic, one needs to know that teaching should not be a continuous test for the learners, but you should be informally evaluating their performance and progress all the time [2, p. 182].

It is known that certain conditions are demanded for formative assessment, which will themselves encourage the student to achieve the set goals. These conditions include the following: knowing and understanding the training purpose by the learners, effective feedback and interaction between teacher and student, active participation in the process of self-cognition, awareness of the assessment criteria, ability and opportunity to analyze their own work (reflection) and adjustment of approaches to teaching according to the available data.

Diagnostic assessment is based on evaluating students' basic knowledge and skills in a subject. It allows making needed changes in accordance with the individual characteristics of the students. Thus, the teacher can change training strategy and tactics to optimize for a particular group or individual students. In addition, this type of assessment provides a means for disclosing students' range of interests and outlook. As a consequence, the teacher will be able to build the most

suitable learning paths. Diagnostic evaluation methods include: interview, conversation, observation and collaboration with parents and other subjects teachers.

Thus, having examined a variety of assessment systems, we consider the point-rating evaluation to be more preferable, because it allows a wider range of the grades and therefore may be motivating for increasing knowledge. Formative evaluation system is more acceptable to modern society and has a lot of advantages as it was described above. Diagnostic evaluation is also advisable to apply, especially in the early stages of learning and working with a particular group or individual students. Summative system today is aging having a huge number of shortcomings and therefore not so relevant.

Talking about our institution, Pavlodar State Pedagogical Institute has introduced an electronic journal "Platonus" facilitating evaluation procedure. It is based on the point-rating system and allows calculating both formative and summative assessments. It should be noted that this form of assessment has both positive and negative features. Among the latter are:

- 1) a duplicated work on scoring in an electronic and paper versions which reduces teacher's time that could be spent more efficiently,
- 2) a complex procedure of assessing the students that missed classes due to some reasonable excuses.

At the same time, the point-rating system helps to motivate students to the learning process. The assessment process became more transparent and students have opportunities to take extra tasks to raise the average grade, which is also stimulating for the learner.

Thus, new assessment systems significantly improve the learning process, make it transparent and accessible, which leads to better cooperation between teachers and students, as well prioritizing self-evaluation, self-monitoring and self-development.

A really professional educator is to be patient and innovative not only in the teaching process as it is but when evaluating as well. We need to assess learners' progress continuously in every class and to provide a proper feedback so that language acquisition takes place in a smooth, natural and subconscious manner. When the teacher is assessing students regularly, it adds to their responsibility and desire either to improve or at least not to decrease. Individual, pair and group assessment encourage students' growth and development. So, one can see that evaluation is a powerful tool that can either motivate or demotivate students. That is why any teacher should be careful when assessing learners and be aware of probable consequences that can make students eager to learn or discourage from this process.

To conclude, we would like to quote P. Davis and E. Pearse: "Evaluation should apply to the work of everyone in an educational institution, not just the learners" [2, p. 183], but also to teachers, their work, syllabus quality, materials used, tests and everything that concerns teaching and learning processes. Only on

condition of close interaction between an educator and learner as well as provided quality of all the above mentioned components, one can expect the success.

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CASE STUDY: USE FOR TEACHING COURSES IN BIOTECHNOLOGY

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Case study as creative teaching resource may be used for the following aims:

- i, profound in-class learning of modern biotechnology;
- ii, self-work in gene expression issues;
- iii, team work in these and other issues depending on instructor's task and team spirit;
- iv, application of case studies and related presentations to the department seminars, circles of biotechnology or public lectures as other public events.

Generally speaking, the content of case study includes a, 5-25 questions to the learners without ready answers (which may be given separately as specific keys for instructor's version of the case study); b, detailed terms or the list of key words to the theme; c, complete but preferentially concise teaching unit including major findings and best illustrations to the theme; d, conclusion; e, main and supplementary references as available web resources.

To show one of self-works performed by the graduate student of the 1-st year in Biotechnology, we are addressing such topic as Genomics and Human Genome Project.

Genomics and "human genome" project

Questions:

1. What is genomics?
2. What are the main points of genomics?
3. What is hierarchical shotgun (HS) assembly?
4. How whole-genome shotgun (WGS) assembly works?

Key words: genomics, structural genomics, functional genomics, comparative genomics, "Human genome" project (HGP), hierarchical shotgun (HS) assembly, whole-genome shotgun (WGS) assembly.

Genomics is the chapter of genetics or molecular biology engaged in the study on the living things genomes. This chapter reflects immense efforts to determine the entire DNA sequence of organisms and fine-scale genetic mapping [1-5].

The first genomes to be sequenced were those of a virus and a mitochondrion, and were done by Fred Sanger. His team has offered new techniques for DNA sequencing, genome mapping, database storage, and bioinformatic analyses in the 1970–1980s.

In 1995 the first free-living organism to be subject to sequencing was that of *Haemophilus influenza* (1.8 Mb), and since then genomes are being sequenced extensively indeed. As of October 2011, the complete sequences are available for: 2719 viruses, 1115 archaea and bacteria, and 36 eukaryotes, of which about half are fungi.

A major branch of genomics still continues to sequencing the genomes of numerous and various organisms, whereas the knowledge on complete genomes has paved way to the new field of **functional genomics**, mainly considering patterns of gene expression under various external or internal conditions.

The goal of **functional genomics** is to comprehend relationships between an individual genome and its phenotype. The term functional genomics is often used in a broader sense to refer all plausible approaches to revealing true properties and functions of the entire number of genome's genes and different gene products. The goal of future functional genomics is to synthesize and completely cover genomic and proteomic knowledge in order to understand dynamic properties of living things at different structural levels, from molecules to whole plant or human/animal body. This would provide a more precise picture of how biological function arises from the information encoded in specific genome. Comprehension on how a particular mutation may lead to a given phenotype has important implications to healing human genetic diseases.

Another branch, or field of genomics is called comparative genomics. **Comparative genomics** is aimed at analysing and comparing the genomes from diverse species to gain a new knowledge on how the species have evolved as well as what may determine functions of the genes or noncoding regions in the genome. Nowadays investigators have learned a lot about the function of plant or human genes by examining their counterparts from simpler model subjects including *Arabidopsis* and mice. Genome researchers consider different features while comparing the genomes: sequence similarity, gene location, the length and number of coding regions (called exons) in the genes, percentage of noncoding DNA as highly conserved regions intrinsic for organisms simple as bacteria or complex as humans.

The **Human Genome Project (HGP)** (October 1990 – 2000/2003) is a giant international research project with a primary goal of determining the sequence of human DNA, and mapping approximately 20,000–25,000 genes of the human genome from both physical, and functional standpoints.

Much of the sequence (>70%) of the reference genome produced by the public HGP came from a single anonymous male donor from Buffalo, New York (code name RP11).

To determine the sequence of a large DNA molecule, it has been suggested that it would be convenient to proceed by cleaving the DNA into smaller random

overlapping fragments to obtain the sequence “reading units (reads)” from these fragments, then using computer analysis to reassemble the random reads into “contigs”.

Hierarchical shotgun (HS) assembly. In this technique, the genome is first cleaved into an overlapping collection of intermediate clones known as artificial chromosomes (i.g. BACs, or bacterial artificial chromosomes). Each BAC sequence is determined by shotgun sequencing, and complete genome sequence is obtained by merging BACs sequences.

Whole-genome shotgun (WGS) assembly. In this approach, the genome is splitted directly into individual random reads to be then re-assembled into the genome as a whole. The WGS technique avoids any preliminary work. However, it may have certain disadvantages related to a greater risk of erroneous re-assembly.

HGP has been aimed at:

- I) identifying 20,000-25,000 genes of human DNA;
- II) determining the sequences of the 3 billion chemical base pairs that make up human DNA;
- III) saving and storing this information in databases;
- IV) improving specific tools for database analysis;
- V) transfer related technologies to the private sector; and
- VI) address a range of ethical, legal, and social issues (ELSI) that may arise during or after project implementation.

HGP was declared to be accomplished in April, 2003. The first rough draft of the human genome was available in June 2000, and by February 2001 a working draft had been completed and published to be followed by the final sequencing mapping of the human genome which became public on April 14, 2003. Although this was reported to be 99% of the human genome with 99.99% accuracy, a major quality assessment of the human genome sequence was published on May 27, 2004 indicating over 92% of sampling exceeded 99.99% accuracy which is within the intended goal. Further analyses and papers on HGP are being continued to appear.

Principal HGP findings are:

1. Approximately 23,000 human genes, the same amount has been indicated in mice and round worms. By understanding how these genes are expressed , clues to how diseases are caused and would be cured might be ascertained.
2. Human genome is enriched to a large extent by segmental duplications (nearly identical DNA repetitive units), when compared with other mammalian genomes. These sections may underlie the creation of new primate-specific genes.
3. At the time when the draft sequence was published fewer than 7% of protein families appeared to be vertebrate-specific.

Human genome. The haploid human genome encompasses about 20,000 protein-coding genes, significantly fewer than had been anticipated. Protein-coding sequences account for only a very small fraction of the genome (approximately 1.5%). Resting sequences are associated with non-coding RNAs, regulatory DNAs, introns, and sequences which function remains still unclear.

Protein-coding sequences represent the most widely studied and best understood component of the human genome. These sequences ultimately lead to the production of all human proteins, although several biological processes (e.g. DNA rearrangements and alternative pre-mRNA splicing) may lead to the production of unique proteins, apart from the number of protein-coding genes. The complete modular protein-coding capacity of the genome is ascribed to *the exome*, which consists of DNA sequences including *the exons* that can be in turn translated into proteins. Due to exome's biological significance, and the fact that it composes less than 2% of the genome, exome sequencing has been the first major milestone of the HGP.

Noncoding DNA is defined as all of the DNA sequences within a genome that are not found within protein-coding exons (not found in the exome), and so are never present in the amino acid sequence of expressed proteins. By this definition, more than 98% of the human genomes is composed of noncoding DNA (ncDNA).

Numerous classes of noncoding DNA have been identified, including genes for noncoding RNA (e.g. tRNA and rRNA), pseudogenes, introns, mRNA untranslated regions (UTRs), regulatory DNA sequences, repetitive DNA sequences, and mobile genetic elements.

Conclusion

HGP (the human genome project) is anticipated to provide for extensive knowledge that may probably take years to sort out. Directly or indirectly, project's impact would touch every human being. The question is, "Are we ready for such a great HGP effect on each of us and society?"

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WAYS AND METHODS OF USE OF INNOVATIVE TECHNOLOGIES IN LITERATURE CLASSES

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Like all teachers, want to see in the classroom was an atmosphere of creativity, so that students can compare and associate, to think about the problem situation and to offer a way out of them. To do this, of course, you need to think creatively. Can we teach creative thinking? Definitely it cannot be answered because the creativity of the child is laid in early childhood. Create conditions for the development of those who are open to creativity – it is a big deal. And those who were not burdened with the intellectual and creative development in the preschool years, we can teach critical thinking through the search. Therefore, the theory of technology development of critical thinking through reading and writing in many ways adopted me and became part of the problem-based learning in the classroom.

Critical thinking is one of the recognized pedagogy goals. The characteristic features of the development of critical thinking are: evaluation, openness to new ideas, a holistic review of the situation, the search for alternatives, the choice point of view.

In the application of technology for the development of critical thinking through reading and writing:

- Learning is general knowledge and skills, and ways of thinking;
- There is the possibility of combining different disciplines;
- The conditions for variation and differentiation of instruction;
- directs toward self-realization.

The basic model of technology development of critical thinking (RWCT).

In technology RWCT are three stages:

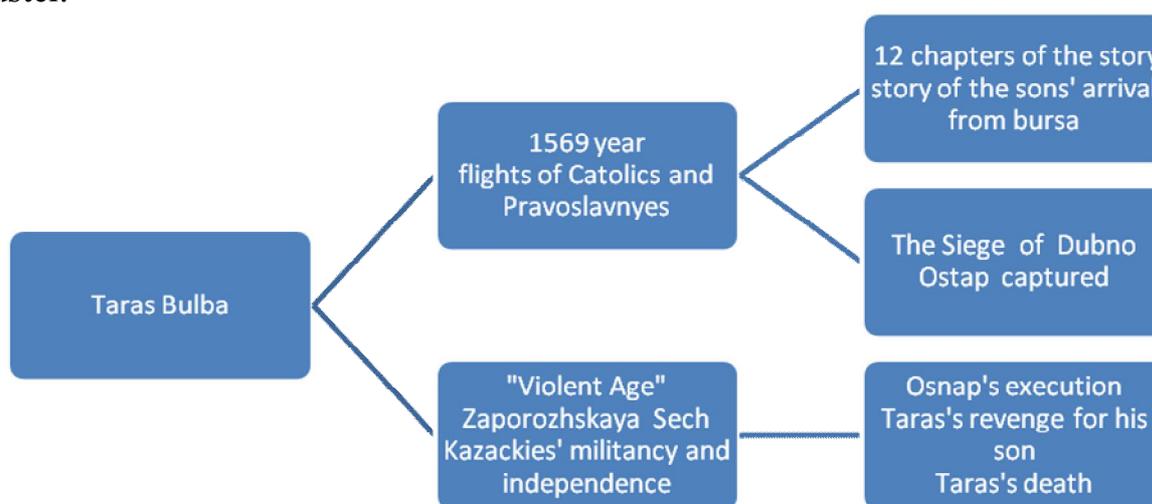
1. Stage call.
2. Stage of understanding new information.
3. Stage of reflection.

The simplicity of form, fit into the system of problem-based learning, I was attracted by this technology. Any lesson of Russian language and literature can be subjected to these three stages. Often, using only elements of technology RWST, we together with the students to achieve success in your search.

So, the stage of "motivation." In literature classes traditional scheme of "checking homework – an explanation of the new – consolidation", in my opinion, it makes it impossible to create an atmosphere around writer, age, work. But the recommendations on the organization of the stage of "motivation" for me became "family." I used a similar technique in the past, and studying articles about technology RWCT, realized that the right way. So what is the content of the call phase? Teacher creates a problematic situation, causing the students memories associated with the subject, referring to their own experience. This stage consists

of two elements – a brainstorm and creates a cluster. Brainstorming – a kind of mental workout, joint group decision. Cluster as graphic systematizer shows several different types of communication between objects or phenomena. It is in a cluster with the arrows show up communication between these concepts. I have studied in the literature are available in the form of clusters of tables, but it is expected that the scheme can be used (I was reminded of reception making reference summaries).

In the 7th grade in the classroom for the study of works of literature, NV Gogol read the article about the history of the novel "Taras Bulba", then up a cluster.



Each group represents a cluster; the children discover they possess such abilities, which are not noticed before, those who say so before, now as the spokesman teams. Technology is the development of critical thinking – this is an open educational technology, which is developing the subjects of study (whom is also a teacher) open mind, the ability to analyze information, the ability to see the problem as a whole, mobility, and independence of judgment, creativity, tolerance and responsibility for their own choices and the results of their own activities. In other words, as a critical form mylyaschey personality. And this is the first step towards human and social success. What is interesting to us this technology, philologists? The fact that each of her technique works on the formation of the guys philological vein.

Cognitive activity of students is constructed in such a way that the student in each class had the opportunity to listen, write, and pronounce the course material, which students show a group, individual and group, pair work, debates and discussions.

During the "reflection" often use "Sinkveyn" in a study of M. Lermontov's "A Song about Tsar Ivan Vasilyevich, young guardsmen and swashbuckling Merchant Kalashnikov" guys were such "sinkveyny":

1. Alain D.
2. Modest, loyal
3. Walks, looks, rumors

4. The church is crowned with a young merchant

5. Beauty

And this sinkveyn dedicated to Ivan the Terrible:

1. Ivan V.

2. Powerful, energetic

3. Commit, terrify, fluff

4. Conducted massive repression and violence

5. Formidable

Interest and self-directing the role of the teacher in the classroom – all this contributes to the fact that children learn to think creatively and thoughtfully read, review their point of view. Strong knowledge when extracted independently, this knowledge, children can put into practice every child in the group wanted to speak and be heard, and learned to behave in a free society, the ability to listen to others, formed the ability to put yourself in the place of another, understanding, logical thinking. The class was studying the girl who was very different from the other guys. It was too serious, after the lesson observed some dissatisfaction with them, brooding, taciturn. It was clear that the girl is not like the other children. Perhaps influenced by the transition from primary to middle level, where the mode is changed completely in school. Thinking about how to give lessons to children was interesting and fun in the classroom. The decision came at once: to try work on a new method to use the philosophy of critical thinking. Each group at literature classes to express their opinions. Nadia became speaker of the group. She enthusiastically worked in the classroom, helping other students. Was associative cards sinkveyny, Venn diagrams – all electronically? Gradually, the lesson to lesson is progressing toward the ultimate goal: the identification of the child. The girl began to participate in all competitions for the Russian language and literature, receive honorary diplomas. My boys love to write creative works. That's one of the letters to the hero, written by a student of class 8.

Hello, dear Hamlet! Wrote you a student of class 8 , Nadezhda. I met you, having read a work of Shakespeare. I was struck by your bitter fate. I understand you when you found out that your mother married your father's killer. You're mad with revenge. And you really have to consider insane. Quite unintentionally from your hand father died Ophelia. You cause to fight brother Ophelia: and ruin it. Poor Ophelia throw sarcastic and bitter words. But you love her, even though he does not realize it. I think that you are leaving nothing Ophelia, because she's the only one who could help and distract you from the terrible thoughts. I also very disappointed when I found out that your mother died. But she saved you from death by drinking a goblet of poisoned drink. Your sad fate is not to be envied, Hamlet. My friend, goodbye, sorry, it's over so unfair and cruel. As much as I wanted you to stay alive, would marry Ophelia, you would have children who would love you, delight you with their success. You would be happy. But fate decreed otherwise.

We see that the girl is very thin and painful fate took Hamlet. But we must not forget that the fate of the book's characters learns to our children: do not make the mistakes that have been committed heroes.

Using technology called critical thinking techniques; we solve a very important problem.

First, make the learning process interesting. Second, we form these skills to work with information, without which modern man is difficult to achieve social success.

And third, we bring quality critically thinking individual capable of finding the right way to solve any problem.

I believe that modern technologies have yielded positive results in the education system of our country. Those guys are trained on new technologies, demand today. And the future of our state is for the new technologies.

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INFORMATION AND COMMUNICATION TECHNOLOGIES AS A FACTOR OF IMPROVEMENT OF TEACHING PROCESS

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The modern world – a world of fleeting changes, of rich information flows, constantly updated technology.

Strategic direction of the "State Program of Education of the Republic of Kazakhstan for 2011-2020." determines the occurrence of the education system of Kazakhstan in the European and world educational space. According to this, the priorities recognized informatization of education at all levels and implementation of new learning technologies in the learning process. Such approach is justified passage to the open information society, internationalization of education with the extensive use of information technology, which is a powerful tool for the globalization of education.

Indeed, the increasing globalization of the economy and its related qualification requirements for specialists educational otherwise require (in terms of structure, functions, programs, approaches and availability), other words providing education throughout life. [1]

As we know, the improvement of educational system is considered as an organized process focused methodology, providing training, technology, research and teaching, teaching development oriented to didactic possibilities of available resources of information and communication technologies [2].

The process of informatization, having emerged at the same time the spread of computers, copy machines and tools of communication, developing intensively, finding new forms and with the improvement of the quality of its material basis and appearance of new knowledge and information technology.

"Information and communication technologies (ICT) represent a system of industrial processes and methods of software and hardware that are integrated with the collection, processing, storage, distribution, display of information in the interests of the users of the information.

Introduction of ICT contributes to the achievement main goal of modernization of education – improving the quality of education, increase accessibility of education initiated the formation of new forms of learning, didactic update its tools and methods provide the harmonious development of the personality that is driven in the informational space enclosed to the information and communication capabilities of modern technology and having information culture that is caused the social order of the information society.

Today in educational institutions are being actively implemented information and communication technology (ICT), which contributes to the intensive development of educational software that allows you to successfully solve many problems of the modern educational system, providing: access to education, a variety of forms, presentation of educational material, possibility of using new technologies and learning methods and many other possibilities [4].

Information and communication technologies (ICT) in education is determined by several factors.

- First, the implementation of ICT in education significantly accelerates the transfer of knowledge and experience of life of mankind not only from generation to generation, but also from one person to another.

- Second, modern ICT, improving the quality of education and training, allow a person to more effectively adapt to social changes.

- Third, active and effective implementation of these technologies in education is an important factor in the education system update in accordance with the requirements of the modern society [5, 192].

Also, one of the necessary conditions for the effectiveness of the modern educational process is informational competence of all members of the educational process, that is willingness to learn in the digital environment, the presence of specific skills and techniques for working with e-learning courses, possession of interactive techniques, methods and forms of e-learning [3, 99-100].

These days necessary to keep pace with time. Information technology deeper into human life, and information competence more and more determines the level of his education. The use of modern technologies in education creates favorable conditions for the formation of the personality of students and meets the

requirements of modern society. Therefore, the pedagogical process is obtained progressive, interesting, informative and creative. But do not forget that for this purpose also be a great desire, creativity, knowledge of information technology, faith in them and in their intelligent and curious students.

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A NEW VIEWPOINT TO THE DIALOGUE TEACHING

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We are in the center of new reforms in the sphere of new model of teaching. The main task of secondary school is not to form the complex of knowledge and abilities of the students in preparing them to life but developing abilities to create and to take new knowledge through the whole life.

Urgent renovation of the content of native education assists to the necessity of developing abilities to take new knowledge and competence of the teacher himself.

Highly professional staff of tutors from Cambridge University has become a generator of ideas of coming reforms of Kazakh education. New ways in education, critical comprehension in teaching process, management and leadership of education – in the result of approbation and analysis of the tasks for a certain theme arise consistent “recharging” of Kazakh teachers.

The situation of new various programs and methods are the challenge of traditional teaching in Kazakh schools. Smooth deviation from stereotypes and forming readiness the teachers for the changes in the content of teaching are happening.

New models of education and professional training of teachers in secondary schools are given and this will be new ways of reviewing curricula on all levels of teaching.

It is necessary to note that an important moment of teaching is an immersion of teacher into the sphere of changeable knowledge and competence where the process of professional development is going uninterruptedly.

Teaching dialogue, according to modern researchers has taken a central role on a lesson. Taking into account teaching model of Vygotskiy, knowledge is acquired in through the involvement of student to the dialogue, and a role of teacher is determinable in such process. This is the essential distinction of given approach from traditional teaching.

In our teaching practice, we daily use various approaches, although mainly, at the end, traditional model of teaching is built where the elements of new technologies and questions of different levels, and tasks have taken the place. May be for a number of teachers such situation is familiar. Getting acquaintance with new ideas of teaching dialogue, we have tried to involved new approaches into the practice of teaching in secondary school as well as in daily work in the capacity of trainer and a teacher of High school.

On our viewpoint, teaching dialogue by the method of Cambridge University has changed the priorities in teaching. Here it is important not only what the teacher is doing on a lesson, how he is giving the stages of explanation, questioning, but how the students are able to explain themselves, how active they are, and how comfortable they feel themselves. Actually, a number of questions have appeared than before. It is turned out that teaching dialogue will be able to give not only pair work of the students but in a form of group work.

During the teaching practice, we started to observe how “the quiet students” were behaving themselves. At first, they tried just to sit on the lesson but the work of the lesson had been planned by us (teacher of the subject and us) in such a way that someone had to determine the text, someone had to watch the time, someone had to draw something and so on.

In addition to “the quiet students” even started to take part in work. No, they did not show deep knowledge, but at least they not only sit on a lesson, they talked. They felt comfortable themselves. In order to make children to feel comfortable themselves, in teaching process, we decided to reform our work on the lesson and trying to create an atmosphere of trust. We have integrated in a number of lessons psychological games and trainings, directing to relief the feeling of uneasiness, strain, helping to establish contact, provide the involvement all students in teaching process, at last creating working casual atmosphere.



Photo 1. Dialogue «teacher- student»
(School-gymnasium №9 of Pavlodar)



Photo 2. Dialogue «student-student»
(School-gymnasium №9 of Pavlodar)

During dialogue, teaching it is important not to use various types of communication: it has taken to be an argument or talk-debate, cumulative and research talk [3]. Dialogue is not always able to turn into searching course. Children are in need of teaching strategies of research communication, and it is important to learn them how argumentally prove their point of views. Analyzing the given lessons, we conclude that in teaching dialogues teacher is ought to change his habitual style of communication.

Unfortunately, as a rule, we form an authoritarian style of communication. One of the most widely spread mistake the teacher makes as shows the practice is the fact that frequently asking students the questions the teacher answers to the questions by himself.

In this connection, in planning lessons during joint consultation we have tried to take into account the present moment. On the lesson teacher just tried to direct the communication of the students, encouraged them, asked questions, let them find essential vocabulary or recommended references, dictionaries.

In the case of above mentioned urgent understanding for us has become the necessity of correctly asking questions the students, move aside from the term “wrong answer“.

Teacher is ought to come from the position that his ideas should be understandable by the students and how he achieves it, will depend result. Teacher should be able to make such questions that make students do practical work.

It is necessary to have the knowledge of the questions that there are questions, which can be able to help students to develop self-confidence in such fields where they are required to meet support, and in the fields, they thought to be successful. More important is a moment when something in the lesson “cannot work” and the teacher is showing his leadership, entering new changes in practice, as well as controlling them [2].

Main positions of teaching methods of Cambridge University have laid the foundation of the ideas that knowing the way of studying, summarizing analyzing, and passing the knowledge from one subjective field to another, today will be the confidence of further professional success of the student.

Valuable fact of this is that the teacher has stopped to be the only source of knowledge, and has become the director and the assistance of students.

It is important to note that students are given the opportunity to seek by self necessary knowledge in constantly changeable world, they are in need in a number of necessary information of individual strategies of teaching, making each of them to become an active participant of teaching process and critically come to the knowledge they are given [3].

From one of the seminars the teacher from Cambridge University Isabel Craig accents our attention on it that constant reflexive analysis of her activity from the position of daily professional practice allows teacher to become competent in his professional work. The founder of analytical psychology K. Ung in a certain time has marked, that the teacher “must doom to be competent” [1].

As the result of entering changes in practice of teaching in school, as well as in the conclusion of constant thinking of the process of teaching we have concluded that activity of the students in searching group, where we have introduced new approaches of teaching has also widely grown. Pedagogical mastering of teacher in a certain subject has also increased.

We are in need of learning these methods on a deep level we think that we need to continue our work in this direction. As the result of consultation with colleagues, we have gradually rebuilt our pedagogical work, giving lesson, style of communication with students.

Using new approaches in teaching, we have got an enormous satisfaction from our work, as within short period we have seen real results: all students that have been involved into teaching process, even “quiet“ students have opened themselves during teaching process. Lessons were passing emotionally, and interesting.

It is important to denote that using new approaches in education – is not the aim. Applying them in teaching process, as showed our practice, allows raising the efficiency of teaching, and assists in creative mastering knowledge.

Passing to the technologies of developed teaching allows students not only be in the capacity of an individual to be taught, but a person known the mechanism of self-education, who is interested in self-developed and is capable of it.

As the result of given practice we have taken an experience, with the help of which we were able to see our further teaching aims, connecting with our self-developing, perspective usage of new approaches in teaching, methods of creating critical thinking of students.

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INTEGRATED LESSONS AS THE IMPLEMENTER OF DUAL TRAINING SYSTEM

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One of the challenges in learning a foreign language is the ratio of languages to different groups of language families; there is no harmony in the pronunciation of the words, no one root word, different word order, etc. The second reason, equally important is the distance between the country of the target language and place where the foreign language learner is located. The farther away the country

of interest, the more difficult the study of the foreign language learners. This is explained by the lack of communication in real life.

For many students of foreign languages, particularly English, the language becomes a set of vocabulary that you need to learn the rules of grammar. And over the years, learning a foreign language becoming increasingly difficult and impossible. For students studying a "foreign language" becomes too difficult and unattainable. How do we make learning a foreign language more easy and simple? There are a lot of interesting teaching methods and techniques For successful foreign language learning.

One such method is the dual language teaching method. To date in Kazakhstan this method is only being used for industrial skills training. In our opinion, using dual training for teaching foreign languages is a practical application of English in real life. To do this you need to create a situation where there is a need for students to speak in the target language. Integrated lessons are the best fit for the formation of the dual approach to education.

The process of integration (from Lat. *integratio* – ‘connection, recovery’) involves joined together previously disparate parts and systems according to their interdependence and complementarity.

This process can take place in an already existing system or in a new system. The essence of the integration process is qualitative changes within each element in the system. The principle of integration involves the relationship of all the components of the learning process, all the elements of the system, the relationship between the systems, leading the development of goal-setting, determining the content of education, its forms and methods.

Integration is the uniting the program, a textbook lesson or a separate material from different courses, – studying one topic, but from different perspectives and with a common scientific basis.

A dual system of education, in turn, implies the union of theory and practice, 70-80% of the time the student is trained directly on the job, and only 20-30% of his education in the college. While training as close as possible to the specific needs of production.

Education in this system involves two places of learning, namely, the institution where students gain theoretical knowledge; enterprise, and where the practical knowledge and skills.

In the school setting, you can use the workshops, which are available in every secondary school, with joiner (carpentry) and locksmith for boys, and home economics for girls, where they are taught needle working, sewing and cooking.

An example of this lesson, combining theory with practice, is presented in integrated English class and technology in 7th grade with "Favorite Recipes" [1]. The aim of the English teacher is to vocabulary on the topic of "Food" and the development of oral connected speech. Students not only made a salad, they were making the salad and were describing their action in English. The purpose of the teacher of technology is to insure that students comply with the requirements of the salad making process, as well as comply with safety requirements. The students

realize the English language is not just a collection of certain words on the topic of "food" and not just a set of grammatical rules about the Present Continuous tense on integrated lessons. They meet practical needs and the English Language becomes means of communication.

The curriculum for the woodworking in the 7th grade secondary school has concentrates on work on with turning lathe, the purpose of which is learning skills working with wood. [2] The lessons of this section can be performed using the system of dual education "the industry + communication tasks in English" with scheme student makes + speaking in English for describing his action.

This corresponds to the requirements of the dual training system: it eliminates the major defect of traditional forms and methods of training – the gap between theory and practice. The dual training system creates highly motivated students gain knowledge and skills in the work, as their English language proficiency moves from theoretical to the practical. Pupil become psychologically aware that he can speak a foreign language and can be understood by other people, which in turn increases the motivation for more in-depth study of a foreign language.

In section 4 of the textbook 'Way Ahead 4' published by Macmillan [3] is the theme of "Doll Factory", which describes the process of making dolls. Such integrated lessons in English and technology can be used to teach words: sewing (sew), paint (paint), a thread with a needle (needle and thread), scissors (scissors), apron (apron), wood (wooden), cut, fabric (cloth). They can also be used to teach grammatical topics "must/ mustn't" ("You must wear an apron), etc. To paraphrase a famous saying, "A picture is worth a thousand words", then you can say "It is 100 times better to do on one occasion, than to see and hear 100 times." Or as Confucius said, "I hear – I do not remember, I see – I remember, I do – I understand." Man always wants to know what he wants in life, at work, what he likes and what he can do well. In life, our knowledge is largely acquired, mainly in schools. And today the dual education system has found its rightful place in education.

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TO THE QUESTION OF RELEVANT AND NECESSITY OF EARLY TEACHING FOREIGN LANGUAGES UNDER NEW CONDITIONS OF EDUCATION

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At the present stage of development of methods of teaching a foreign language, the problems of early foreign language teaching acquire special urgency. In the nearest future, teaching of foreign languages is going to start from the 1-st grade in all schools of Kazakhstan. The introduction of the given discipline at an early stage is necessary due to the process of integration in today's global society, and the active cooperation of states. President Nursultan Nazarbaev in his annual speech, addressed to people of Kazakhstan, repeatedly emphasized the importance of foreign language knowledge and skills, pushing it as the priority of education. The introduction of a foreign language into elementary school curriculum has a number of advantages. Foreign language enhances interactive communication at this stage, making primary education more attractive for children. The modern child meets a foreign speech and culture everywhere: in everyday life, in mass media, in movies, and using a computer. Focusing to the needs of modern society in the use of a foreign language and to the growing needs of a modern child in learning a foreign language, it is important to examine this subject more deeply.

So, the permanent work on the program of early English teaching by junior students is held. Pavlodar State Pedagogical Institute has a good experience of the introduction of additional specialization "Foreign Language" to speciality "Pedagogy and methodology of primary education." The main subjects of this specialization are "Practice of oral and written language (Practical Course of Foreign Language)", starting from the 2-nd year, as a logical extension of the course "Foreign Language" and discipline "Theory and technology of early foreign language teaching (Methods of early foreign language teaching)". A primary school teacher who knows a foreign language is one of the specialist models, which particularly is demanded in today's pedagogical labor market. A specialist of this area is called to solve the problems and challenges of early development and the formation of a person, who can speak both a native and foreign language. Using modern terminology of forming a polilingual person, this specialization is one of successful, not only in terms of its integration into the learning process but coexistence curriculum. That means the disciplines of specialization are an extension or an addition of the discipline which are already taught or passed courses such as, "Psychology", "Methods of teaching Kazakh (Russian)", "Foreign Language" and others, but also in terms of the demand for primary school teachers with knowledge of English.

In a short period of the existence of this specialization, the teachers of foreign language department have positive experience and achievements in the formation of specialists in this direction. Students of this specialization learned not only

English with great interest, which was taught up to the fourth year, but also the methods of the discipline, recognizing the importance and necessity of the prospects of early foreign language teaching. Lessons of methods of teaching a foreign language are not limited to the study of the discipline in the classroom. Theoretical knowledge supported by attendance classes at schools where a foreign language is already taught as an experiment in 1 and 2 grades. While the practice as a part of this specialization is not provided, the lessons in school were organized on the initiative of teachers who agreed our students to attend their classes.

Schools № 34 and № 39 have the great experience in early foreign language teaching because this process is held in these schools for many years. Our students attend a great number of classes and watched junior pupils learn a foreign language with interest. They learned not only the basics, but could express their ideas and thoughts in English, shared their opinions about this or that theme during the study of theoretical material of lectures for students. Attending such classes students became more experienced in future profession, and also increased their interest in it. By the end of the course students could use the received theoretical knowledge in practice and notice the errors in the work of teachers and difficulties in organizing and conducting classes. For example, lessons in overcrowded classes (30 students). It contradicts the methodology and didactics of foreign language teaching. Thus, the students saw how the teachers overcame these difficulties and achieved their goals.

By the end of the course, students could analyze the attended classes and plan their own lessons. Fragments of the lessons planned by students were presented and discussed in the classroom as a part of self-study students with a teacher. Working in this way the students successfully formed their skills as in a foreign language itself, and in the methods of teaching it.

During early teaching a foreign language the basics of communicative ability allow them to use English as the language of communication. Psychological features of early school age let teachers lay the foundation of intercultural competence in children, and prolong lasting interest and love for the subject, the important components of the intellectual development of a child. A famous psychologist D. B. Elkonin notes that pre-school age is a period in which there is the greatest sensitivity to linguistic phenomena. This sensitivity is shown in the successful education of young children by teaching them grammar, lexis and phonetics of a foreign language. At this age children learning a foreign language are free from complexes and fears to say something wrong. Moreover, they can admit their mistakes. Open-mindedness, curiosity and desire to learn new things, to be successful, the best among their mates are the important characteristics of this age. All this allows them to be successful in learning. It is known that games play a very important role in learning a foreign language. It takes into account the peculiarities of the physical development of young students. Physical development of a child affects his ability to concentrate on a task, a separate line or word that is necessary for all kinds of skills: speaking, writing, reading and listening. Children

can not sit still for a long time without movement, so a teacher should give them an opportunity to move: dance, do gymnastics, sing, use different movable games.

Taking into consideration the psychological, emotional, physical features of their development, we have identified the means used by the teacher of a foreign language in teaching younger students:

- plan – summary of the lesson (lessons – games, lessons – tales, lesson-survey (due to the number of students, the survey sometimes takes a lesson);
- sets of games, both made and hand-made by the teachers themselves (lexical, grammatical, phonetic, interactive);
- the development of movable exercises: physical exercises, retelling poems by heart, the performance of songs in movements;
- various teaching material: training and control cards.

It should be noted the number of psychological and methodical difficulties in this field:

- the lack of regulations, educational programs for early teaching of a foreign language;
- the lack of training materials (very often teachers themselves copy materials at their own expense);
- large groups of students (an obstacle in fulfillment the curriculum and achievement of their goals);

All these problems must be solved by joint efforts, combining theoretical knowledge and practical experience for the organization of effective process of early foreign language teaching, as our experience in this area of specialization is proved on. Thus, despite the problems, and based on our experience, we can say that the inclusion of a foreign language in primary school curriculum is a major practical step in the realization of the personal – oriented paradigm of humanitarian education in the modernization of school in Kazakhstan.

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THE USE OF CRITICAL THINKING TECHNOLOGY IN DEVELOPING READING SKILLS

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At present the young generation differs a lot from one even a decade ago. On the one hand, the evolution of technology, computerization, and usage of sensor devices make the youth be more mobile and social-oriented. Actually boys and girls really know how to use hi-tech gadgets to get information from the internet,

what kind of devices is more suitable for different aims. On the other hand, they develop so quickly from the point of technology but their mental activities, their skills to think argumentatively remain on the same level. Thus, the role of education and especially getting knowledge of English nowadays increase extremely. The contemporary conditions of teaching English or other foreign languages demand to create a new approach to every aspect of studying.

To meet all the requirements of teaching English a lot of innovative technologies have been created such are: module teaching, project technology, technology of team inter-teaching, critical thinking technology and others. Each kind of technology has a lot of advantages over traditional system of education; all these technologies are created to involve students into the process of studying, to go up their interest to study at all. Among the new approaches pointed above we should put into consideration the **technology of critical thinking**.

It is a kind of educational activity directed to develop mental abilities of students, their sensible and reflexive thinking. With the help of such a technology students can apply new opportunities for studying.

This technology has some special goals as follows:

- To develop students' ability to make new and meaningful questions;
- To work out various arguments to confirm students' statements;
- To make independent, thoughtful decisions.

All the goals are designed to make an educational process more interesting, productive and self-cognitive. The role of a teacher is only to coordinate students' activities, monitor and help them think personally. Students work in pairs, groups or even teams that can have a great educational impact as students will cooperate with each other more effective.

There are three main technological stages in this educational strategy:

1. Challenge – students are provided with such situations when students must realize problems. Activization of students' activity follows problems understanding. As a result students will make their own educational goals.

2. Stage of understanding – students get new information and match this information with something they have known before.

3. Reflexion – this stage supposes that students are able to make new knowledge based on the information a teacher has given them before. Moreover, understanding of the whole phenomenon is created by students themselves. In its turn, subject comprehension leads students themselves to make a system of evaluation and self-evaluation criteria.

We offer to monitor how this technology works in the process of reading English texts. It is necessary to mind that all contemporary teaching aids and textbooks have an aim to promote learning by focusing on personal engagement, both intellectual and emotional [1, p.3].

In theory, no matter how difficult a text may be, the task that accompanies it can be designed to be within the competence of the student, ie “grade the task not the text” [1, p.4].

Nowadays all the texts written by English publishing companies are personalized and designed to increase students' interest to the subject. Texts are based on authentic modern sources including magazines, novels, newspapers, etc. The texts have been selected not only for their language content but also for their interest and appropriacy to the students. All the texts are directed **to make students think**.

For example, we consider a text in the volume "Headway" for upper-intermediate level (C1) which is called "Paradise Lost". First of all, a teacher must concentrate students' attention to this caption. What associations can the caption arise and why? Students can give different opinions towards this beginning with the parallel statement from the poetic novel with the same title by John Milton and finishing up with the fantastic points. Then students are given the task to predict the context which develops their ability to think.

Usually below the caption it is given the subtitle which can narrow the information of the text. In our case it is "What can be done to stop tourism destroying the object of its affection? Maurice chandler reports on the booms in world travel". So students can be aware if they are correct in their prediction or not.

At the 1st stage of critical thinking technology as a challenge it is possible to use some methods to involve students into the lexis of the textual topic. One of the methods is to analyze students' knowledge on the topic. Here is the table students offered to complete:

What I have already known about the topic	What I want to know	What I will know

To complete the table students need to read the text quickly. The content of the table will be checked at the end of the lesson or as a homework.

Thus, the technology of critical thinking is a best of working on the text even at the stage of quick reading and analyzing the title.

The second stage of the technology as understanding can be presented in the following ways. Usually it follows the thorough reading a text when the students are offered to show the context using different drawings and schemes such as Mind Map, Clusters, and Denotative Graph and so on. Students should determine a key word/phrase and find out the collocation/sequence/connection with the key one. For example, working on the text "Paradise Lost" it is possible to make such schemes based on the phrase "problems of modern tourism". This activity is supposed to be done in pairs of groups of three students with the further presentation.

The third stage of reflection is aimed to show how students can apply the information from the text in conversation. This activity can be represented as a game of two teams when they need to ask as many questions as they can based on the text. What is more important in this activity is the more spread and complete questions they use the better. It is shown in the table below:

Thin questions	Thick questions
How many...? Who? Why? When?	In what way? What is the difference? What is the problem? What do you think about?

Also feedback activity can be carried out in pairs when students have to give their personal reaction in the text using the phrase like:

- I didn't know that...
- It must be really difficult for...
- I wonder...
- What surprised me was...
- it is hard to believe that...

At the end of this practical lesson on reading students can value each other providing the complete range of arguments.

In conclusion we would like to mind that foreign language teaching suggests the development of communicative competence, i.e. specific skills, their comprehension and use in real conditions. All kinds of teaching methods in this strategy are active and interactive based on the cooperation between a teacher and a student, also team and group work of students. Thus the lesson becomes more comfortable and interesting that makes the process of education productive.

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THE INNOVATION TECHNOLOGY AT SCHOOL EDUCATION

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The conception of modernization of Kazakhstan education determines social system requirements to the school education: "Developing society needs modernly (up-to-date) well-educated, moral, enterprising people that can independently accept responsible decisions in the situations of choice, forecasting possible consequences apt at a collaboration, differ in mobility, dynamism, constructability, possess the developed sense of responsibility for the fate of country".

In this sphere the priority task of school is a forming valuable citizens of the country. And from the decision of this task depends on a great deal with what growing up schoolchildren will engaged in, what profession will be chosen, and

where will work in the future. School cannot give the man the supply of knowledge for life. But it is able to give the main basic reference-points of basic knowledge to the student. School can and must develop cognitive interests and capabilities of student, impart him key competences which is necessary for a further self-education. It is necessary to choose methods and forms of organization of educating to the foreign languages to the modern teacher who deeply understands and accepts all innovations of time. In the center of attention there is a being trained student, his personality and unique inner world. In a consequence of it the final aim of educating to the foreign languages is a forming and development of communicative culture of students, mastering to the practical capture by a foreign language.

In the last years the question of application of new information technologies at school is often brought up. It's not only new technical means, but also new forms and a teaching methods, new approach to training process. The task of the teacher consists in creating conditions of practical mastering by language for each pupil, to choose such methods of training which would allow each pupil to show the activity, the creativity. Modern pedagogical technologies such as, training in cooperation, a project methodology, using a new information technologies, Internet resources, application of technology of a critical thinking, modular training, a method a case-study, a method of creative tasks, methods, active training, contextual training and training on the basis of experience, help to realize personal focused approach in training, provide an individualization and differentiation of training, which is taking into account the abilities of children, their level of education and etc. /Интернет-журнал Эйдос, 2008/.

If we are going to tell about the using of a method of projects in practice of training in English, its using strengthens motivation to language studying. It forms pupils' communicative skills, culture of communication, the ability of forming thoughts briefly and well, treating to the opinion of partners in communication tolerantly, developing the ability to get information from different sources, to process it by means of modern computer technologies, to create the language environment promoting emergence of needs of nature in communication in a foreign language.

The project of methods is one of the actual innovative technologies allowing pupils to apply accumulated knowledge of a subject. Pupils broaden the horizons, borders of command of the language, getting experience from its practical use, learn to listen to foreign-language speech and hear, understand each other at protection of projects. Children work with reference books, dictionaries, the computer, thereby creates a possibility of direct contact with authentic language, that doesn't give language studying only by means of the textbook at a lesson.//www.pedsovet//

The forms of computer training programs at lessons of a foreign language include: lexis studying; pronunciation working off; training in a dialogical and monological speech; training in the grammatical phenomena.

Possibilities of using the Internet – resources are huge.

It is possible to solve a number of didactic tasks: to form skills and abilities of reading, using materials of a global network; to improve abilities of written language of school students; to fill up a vocabulary of pupils; to form at school students steady motivation to English studying by means of the Internet at the English lessons. Besides, the aim is directed to the studying of opportunities of Internet technologies for expansion of an outlook of school students, to adjust and maintain business relations and contacts with the contemporaries in the English-speaking countries. Undoubtedly, the Internet can be used as examination. There are various training lexical, grammatical, phonetic exercises, tests for reading, grammar, IQ tests, etc.

Speaking about technologies of critical thinking, which give to the student:

- increasing the efficiency of perception of information;
- increasing the interest both to a studied material, and to the process of training;
- the ability of thinking critically;
- the ability of treating to own education responsibly;
- the ability of working in cooperation with others;
- the improvement of quality of education;
- the desire and ability of becoming person who studies during all life.

The technology of critical thinking gives to the teacher:

- ability of creating the atmosphere of openness and responsible cooperation in a class;
- the opportunity of using model training and the system of effective techniques which promote development of critical thinking and independence in the course of training;
- to become practicing who are able to analyze the activity competently;
- to become a source of valuable professional information for other teachers.//british council//

Thus, the using of technology of critical thinking in teaching of a foreign language allow to increase time of speech practice at a lesson for each pupil considerably, to achieve material assimilation by all participants of group, to solve various educational and developing problems. The teacher becomes the organizer of independent educational and informative, communicative, creative activity of pupils, he has opportunities for improvement of training process, development of communicative competence of students and their personality.

Thus, education is already an innovation in itself. Applying these technologies in innovative training, the teacher does process fuller, more interesting and more saturated. Such lessons stimulate aspiration of students to think independently, develop their abilities to be oriented in a new situation, find the ways of decision of tasks, encourage independence of judgments, strengthen individualization of education. So, innovations in educating allow to organize an educational process, which is providing the forming and development ability to study at the students, that in turn provides possibility of continuity education during all life.

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SCIENTIFIC RESEARCH WORK IN ELEMENTARY SCHOOL

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*«There is no unfinished studies, there is
completed researchers, at whom don't occur
any thoughts»*

V. Ya. Aleksandrov

The modern world presents to the graduate of school large claims. The graduate should possess the knowledge required for successful integration into society and adaptation in it.

In our school, for the past few years, works the scientific community of students "Bolashak". The aims and objectives of the scientific community are:

- Identify and support students who are prone to employment research.
- Development of intellectual and creative abilities of students.
- Extensive involvement of students to participate in scientific research.
- An introduction to modern methods of scientific research works.
- The development of student's interest in scientific research activities, in-depth study of various areas of science and technology.
- Promotion of scientific knowledge about the world, intellectual values and authority of knowledge.
- Formation of students' creative thinking, hardworking and high moral qualities and spiritual culture.

Therefore, initiation of children to scientific research works at primary level can more fully identify and then develop intellectual and creative abilities of students.

Organization of scientific research activity of younger pupils – a very difficult job and requires a serious approach. Pedagogue must have a high level of knowledge, well trained in the study of living objects. Pedagogue should strive for in-depth work with students in the area of various sciences.

Working with children in the research and project activities will achieve the most important goals of education:

- independent thinking;
- decision of arising problems, having even a small store of knowledge;
- forecasting skills and achievement results in the area of selected science.

This activity allows you to more fully identify and then develop intellectual and creative abilities of children.

Research activities makes and accustoms children to work with a book, newspaper, magazine, that in our time is very important, because the children in the best case only read textbooks. They do not want to read not only additional literature on the subject, but also fascinating works of literature and periodical press. Kids passionate about computers, the Internet replace friends, the street and even the real world. Therefore, the teacher should direct the activities of students in the necessary and useful for them track. [3, ps. 53-55]

To inculcate in children initial skills of research conduct necessary to form in them the following skills:

- to see the problem;
- ask questions;
- make hypotheses;
- Give the define of the terms;
- classify;
- observe;
- conduct an experiment;
- make conclusions and inferences;
- structure the material;
- correctly polemicize with speaker at the conference;
- advance arguments, defend hypothesis.

To identify students who are willing and capable of working on the study, use methods of questioning and testing. The teacher, as a supervisor of studies helps to choose the topic of the proposed research and understand scientific and practical significance of the selected topic. [1, p.15]

In the scientific research work we can distinguish the following types of jobs:

- Research;
- Information;
- Creative;
- Game;
- Practical.

By the number of project participants we can select projects:

- Personalized;
- Paired;
- Grouped.

The duration of the projects can be.

- short-term;
- average;
- long-term.

In the implementation of the project are the following steps:

Step 1

– Detection of gifted children who want to conduct research, diagnostics level of intellectual development, the diagnostics level of the competencies and skills to

conduct research, diagnostic ability to communicate at "student – student", "student – teacher," etc.;

- Analysis of the results;
- Formation of correctional groups;
- Group`s work (communication`s training, business simulations, exercises to regulate psychological processes – imagination, memory, logical thinking, and so on);

- Reflection (analysis of dynamics changes)

- Monitoring.

Step 2

- The choice of themes, staging issues, challenges, determination of the scientific results.

Step 3

- Individual work scientific supervisor`s with the students. Collection of material, work with archives, museums, libraries, laboratories, workshops, consultation of the supervisor.

Step 4

- Execution of the research studying, working on computers in the study of computer science at the school. Review of scientific leaders.

Step 5

- Outcome research – is to participate in the annual research conference for students of primary school.

Factors in the success of the research activities of students are:

- compliance with the principle of voluntary training students in this kind of work;

- the voluntary choice of topics for students;

- maximum student independence in the research process;

- competent and concerned teacher guide student research;

- respect for the research activities of students parents and school teachers, awareness of the importance and usefulness of the students carried out their activities. [2, p.74]

The research work, which carried out by students:

- Educate a responsible attitude towards people and the environment, to the health, education, social circle,

- Teach independently choose research topic, to work with information sources on a selected topic.

The project activity contributes to the formation of key competences of students, preparing them for the realities of life. Displays the process of training and education of the walls of the school in the world.

The motto of this activity can serve as words of the great German dramatist and philosopher GE Lessing: "Argue, reflect on, ponder over, but for God's sake, think, and though crooked, but ourselves."

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DISCOURSE AS A SUBJECT OF INTERDISCIPLINARY RESEARCH

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Study of discourse is related to many areas of science and research, such as linguistics, computer linguistics and artificial intelligence, psychology, philosophy, sociology, anthropology and ethnology, literature, semiotics, historiography, theology, law, pedagogy, theory and practice of translation etc. Each of these sciences uses its own approach to the study of discourse.

Human communication is characterized by a specific order and structure. It is organized and shaped differently depending on the situation and the participants of the communication, depending on the purpose and content, according to the social norms and cultural traditions. Each person has his own repertory of communications. Every person speaks and writes in a special way about different things in the circle of family and friends, at work, on the street, at the official reception at the theatre or university. The term "discourse" in the language of modern science and humanitarian means stable, socially and culturally specific tradition of human communication. Spiritual culture of society is a group of discourses – communication practices with different subject strategies, objects and recipients of utterances. In the multifaceted reality of life in its diverse public and private sectors, we are subjects and recipients in many different discourses – colloquial, formal, educational, scientific, political, journalistic, religious, aesthetic, and many others. Consequently, there are several types of discourse: complementary (to receive additional information), coordinating (to coordinate the information in order to get the truth), competitive (to convince each other).

Currently, businessmen realize that the introduction of new technologies and the expansion of production facilities do not guarantee success in the market. Therefore, the demand of companies for more effective technologies of business and human resources increases. Attitude to human resources has changed and a new interpretation of the role and importance of culture, uniting them into an effective team, has made a very relevant concept of corporate culture. Nowadays, companies create and support a corporate culture because they understand the importance of it in the industrial and commercial activities.

Along with the development of the corporate culture importance of corporate communication increases. This is emphasized by both theoreticians and practitioners of management. Corporate speech communication or corporate

discourse provides corporate culture in the form of corporate codes, content of corporate websites and direct verbal communication in the company.

Domestic business appeals to international experience of corporate management, which has rich experience in corporate management. Corporate discourse is regarded as a sequence of macro speech acts with a certain propositional content and functional areas (illocution), expressed in the form of indirect or direct form. Illocution of an individual speech act constituting macro speech act may apply to different types (assertive, commissive, expressive, declarative and directive), but together they implement common illocution of macro speech act.

Communicative action or discourse is aimed at understanding, but it is impossible to achieve it in a conflict between the world of the human and social system, which, by "scientific and technical rationality" introduces elements of alienation in interpersonal interaction (interaction and communication).

The discourse theory emergence marked a qualitative leap in the development of the science of language, and has promoted a difficult task – the task of linguistic description of discourse. As it appeared within the text linguistics, discourse theory has never lost its original connection with it, but the science sequentially differentiated the object of its study, the notions "text" and "discourse" were differentiated in terms of forms of the language implementation, the comparative length of the syntagmatic chain, formal and content characteristics in text connected speech.

Discourse (from lat. *discursus* – run up and down, movement, circulation, reasoning, conversation, talk) in a more general view is everything that is said and written, "the process of formation and development of speech activity, together with the results and the relevant to social and cultural context ". In this sense it is possible to consider the discourse the specific category for concepts such as speech, text, monologue, dialogue.

Linguistic understanding of discourse in foreign studies is ambiguous. For example, P. Seriot picks out the following meanings of the term "discourse":

- the equivalent of "speech", it means any particular utterance;
- unit, which is more than a phrase in size;
- the influence of the statement on the recipient with regard to the situation of expression (within pragmatics);
- conversation as the primary type of expression;
- use of language units, their voice actualization;
- socially or ideologically limited type of statements, for example, feminist discourse, administrative discourse;
- theoretical construct, designed to research the conditions of production of text [1, 26-27].

According to T.A. Van Dijk, discourse – is an essential component of social and cultural interaction, the features of which are the interests, goals and styles.

Situational interpretation of discourse is revealed in the linguistic dictionary, where the discourse is defined as "a coherent text in conjunction with the extra linguistic – pragmatic, socio-cultural, psychological, and other factors, the text in

event-driven aspect, speech is regarded as a purposeful, social action, as a component involved in human interaction and mechanisms of consciousness (cognitive processes). So, discourse is speech "in the context of life" [2, 136].

In recent years, there are a lot of research works devoted to discourse. T.P. Karpilovich is comparing discourse with the text in her book, while referring to the opinion of D. Shifrin, proposes to distinguish three approaches in the process of studying discourse: formal, functional, and formal and functional. Thus, the supporters of the first approach to discourse understand "that the language is above the sentence or phrase". This develops an interpretation of discourse as a structural linguistics unit. The following approach to the definition of discourse involves "the study of its functions in a wide social context in their close connection with the functions of language." Formal and functional approach is trying to combine the ideas of the previous two and distinguishes "not a set of isolated units of language structure, but a consistent set of contextualized units used in language", so defines "discourse as a statement". Such vision of the object, probably, contributes to the definition of the specific discourse features as it is a unit of communication in the limit of a society, in accordance with a certain model of etiquette and in relation to the situation [3, 25].

Yu.S. Stepanov notes that the discourse takes place only in such texts in which special grammar and vocabulary, specific rules of word usage and syntax are used to express a special mentality of the participants of communication. This interdependence provides an opportunity to correlate discourse with the functional style, although discourse "being the language inside the language", is simultaneously a particular social situation".

Discourse should be seen as a form of social action, which is always defined by values, social norms, conditions (as natural ideologies) and social practices are usually limited and under the influence of government structures and historical processes. The term "communicative discourse", as understood in modern linguistics, is close in meaning to the notion of text, but stresses the dynamic unfolding in time nature of linguistic communication, in contrast, the text is viewed mostly as a static object, the result of linguistic activity. Sometimes the "discourse" is understood as a combination of two components: a dynamic process of linguistic activity in its social context, and its result, precisely this understanding is preferred.

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**FEATURES OF THE MODERN EDUCATION SYSTEM
(COMMON SCHOOLS, GYMNASIUMS, LYCEUMS,
AND INTRODUCTION OF INNOVATIVE TECHNOLOGIES)**

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At the present stage it can be difficult to understand the system of education not only for parents, but also often for teachers themselves. There was a large number of schools: secondary schools, school-lyceums, school-gymnasiums, just lyceums and gymnasiums. What is the difference of these schools from each other, and whether such variety is worthwhile for today.

The days when schools were different from each other only by serial numbers, had passed. A huge variety of educational institutions puts today's parents before a difficult choice. They want to give a child a modern education, but with the old traditions, to place him in a prestigious school, and with that not go every day from one end of the city to the other.

There are questions, questions, questions – and it will soon spring, and quite in a short time the schools will begin interviewing candidates for the title of "first-grader in 2013" ... There are several systems of education in the country today, and it is worth to check out the features of each of them before the parents go to the issue of selecting the type of educational institution and the certain school.

Present Law regulates the relations connected with the realization of the rights of citizens to open-source, free and quality public education in state educational institutions in various forms and extent prescribed by the state educational standards; establishes additional requirements to the content of basic standards of general education, and features of the activities of educational institutions of various types that implement the ED programs for pre-primary, primary general, basic general and secondary (complete) general education aimed at creating a common personal culture of the student (pupil), at the formation of healthy lifestyle, at the upbringing of citizenship, hard work, respect for human rights and freedoms, love of country, natural environment, family, at the providing a basis for informed choice and mastering of vocational training programs in the Republic of Kazakhstan. [1]

Existed since Soviet times and accumulated a rich experience, the education system aims to develop students' personality, but really focus on education.

Features of this system of education are (someone thinks of them positive and some negative – perhaps the beauty of this time lies therein):

1. Program verified by years and curriculum.
2. Clearly defined requirements for students at each grade level.
3. Classroom system by lessons.
4. Well-defined role of the teacher and student.
5. Accounting for academic progress by a merit point system.

6. Developed training and methodological literature.

7. Providing a fundamental education on main subjects.

These types of educational institutions, like public schools, gymnasiums, lyceums and some private schools are based on the traditional system.

From the standard provisions for general education institution:

a) primary general education school (implements the ED programs of primary education);

b) middle school (implements ED programs of primary and basic general education);

c) secondary general school (implements ED programs of primary, basic general and secondary (complete) general education);

d) secondary general school with intensive study of specific subjects (implements ED programs of primary, basic general and secondary (complete) education, that provide additional (advanced) training of students on one or more subjects);

e) gymnasium (implements ED programs of basic general and secondary (complete) general education, that provide additional (advanced) training of students on the subjects of the humanitarian profile, and can implement the ED program of primary education);

f) lyceum (implements ED programs of basic general and secondary (complete) general education, that provide additional (advanced) training of students on the subjects of a technical or natural – scientific profile, and can implement the ED program of primary education).

The basis of the traditional system of education is secondary schools. They teach all children, without selection, and therefore, we can say that this school is focused on the mass student. But it does not necessarily follow that the talented child gets lost among all the others. A good teacher sees each extraordinary student even in a crowded classroom. It often happens that the various non-traditional techniques, developing or author programs "take root" in such schools. But they are not added to the system and affect one or more subjects. In these cases children usually go to school "to the teacher."

The school may have a certain profile – environmental, aesthetic, economic, or any else. This means that the relevant subjects are studied in-depth, the facultative work is carried out, the students take part in various projects. The name "school with advanced study of individual subjects" suggests that in-depth study of certain subjects begins from the 8-9th grade (and sometimes from the 5th). A similar trend is also observed in general education schools.

It is important that each general education school sews up a microdistrict, all children of which have a workplace, set of textbooks, ordered funding in it.

To improve the quality of education in the schools of all types the innovative technologies are actively introduced. As the specifics of education in the beginning of the third millennium has specific requirements to the use of various technologies, because their product is aimed at the living people, and the degree of formalization and algorithmization of technological educational operations will

unlikely ever be comparable with industrial production. In this regard, in addition to technologization of educational activities, the process of its humanization is inevitable as well, that now is becoming more widespread in the personal-pragmatist approach. Deep processes occurring in the system of education in our country and abroad, lead to the formation of a new ideology and methodology of education as the ideology and methodology of innovative education. Innovative learning technologies should be seen as a tool with which the new educational paradigm can be realized.

The main goal of innovation technologies of education is to prepare a human for life in a changing world. The essence of this training is the orientation of the educational process on the human potentials and their implementation. The education should develop mechanisms for innovative activities, find creative solutions to critical problems, and help to turn creativity into shape and form of human existence. [2, P. 44]

The purpose of innovative activities is a qualitative change in the personality of the student in comparison with the traditional system. This is made possible by the introduction of unknown to practice teaching and educational programs into a professional activity that intends the removal of teacher crisis. Developing the ability to motivate their actions, to orient by themselves in the information received, the formation of unconventional creative thinking and development of children through the maximum disclosure of their natural abilities using the latest advances in science and practice are the main goal of innovative activities. Innovative activity in the education as socially significant practice which aims to the moral self-improvement of human, is important because it is able to provide conversion of all existing types of practices in the society.

In view of the transition to a global informative society and the establishment of knowledge, we can speak about the correspondence of education to social and economic needs of the present and the future only in that event if its modernization will be based not only and not as much on the organizational innovations as on changing essentially – in the content and technology of training of personnel and development of scientific researches. And that is what should influence the differences in the types of schools and distinguish general education school from lyceums and gymnasiums.

In the context of the innovation strategy of integrated pedagogical process the role of the school principal, teachers and tutors as direct carriers of innovative processes increases significantly. With all the variety of training technologies: didactic, computer, problem, modular and others – the implementation of leading pedagogical functions rests with the teacher. Along with the introduction of modern technologies in the educational process, the teacher and tutor obtain more functions of consultant, advisor and educator. [3, P. 66]. This requires for them a special psychological and educational training, as in professional activities the teachers realize not only the special, subject knowledge, but also the latest knowledge in the field of pedagogy and psychology, technology of training and upbringing. The readiness to perceive, evaluate and implement pedagogical

innovations is formed on this basis, and it increases the level of the educational process regardless of the type of school.

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**URGENT PROBLEMS
OF MODERN LINGUISTICS
IN EDUCATION**

TURKIC-FINNO-UGRIC LANGUAGE CONTACTS

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Contacts between Turkic and -Finno-Ugric languages might have been as close as those existing between the Turkic and Mongolian languages.

From ancient times Finno-Ugric and Turkic languages have been in close relationship in the North and Northwest. For more than two and half centuries a hypothesis – as suggested by F. Srahlenberg in 1730 has been current concerning a genetic relationship between the Uralic and Altaic, the main component of this being Turkic.

Contacts between Turkic and Finno-Ugric languages seem to have started in the Proto-Finno-Ugric period, five to six thousand years ago. According to historians, by the end of the Neolithic period (III–II millennium B.C.) as the result of unification of individual families there arouses large groups of peoples on the territory of the ex-Soviet Union. Apparently, the formation of such an important ethnos as that constituted by Turkic-speaking tribes migrating over thousands of kilometers all over Eurasia, dates back to the Neolithic and Bronze period (IV–II millennium B.C.) as far as linguistic and anthropological relations concerned, the tribes were not homogeneous. Tribal units and states developed on that territory later, as, parallel to the growth of ethnic units racial mixing, a highly characteristic peculiarity of mankind, and metization were increasing.

Archeological investigation provides evidence of the deep, long-distance contacts existing in ancient times between the population of Siberia, the Urals, Scandinavia, and Western Europe. Moreover “contacts were steady; there existed an interchange of not only skills and habits but also of ideas and outlook.” [Рогинский, 1978]

Thus, according to K.M. Musaev the hypothesis which puts the beginning of contacts between Finno-Ugric and Turkic peoples to the middle of the first millennium A.D. is hardly acceptable [Musaev, 1990]. There was no unanimous opinion as to the period when the first contacts between Turks and Finno-Ugrians took place. In general, the beginning of active contacts is thought to have place in the middle of the first millennium and, in particular, this ate seems to apply to the Finno-Ugrians of the Volga-Kama region. And by no means has unimportant role in the ethnic consolidation of the Finno-Ugrians of this region been played by the cooperation of their ancestors with Turkic-speaking tribes. These began to settle in this region in the second half of the first millennium. These contacts proved to be extremely fruitful also for the Turkic-speaking tribes. In the culture of their modern descendants such as the Kazan Tatars and the Bashkirs the presence of Finno-Ugric elements are clearly evident and in the culture of the Chuvash these elements are even predominant.

Contacts between Turkic and Finno-Ugric languages were closest in the regions of the Volga-Kama and the Urals. Apparently, this was the region where

such contacts were first made. The influence between the two language groups was bilateral.

It is no mere accident that hypothesis of the Ugrian- Altaic relationship has received whole-hearted support in Bashkiria. In that same region, Turkic languages were mediators in the penetration of Persian and Arabic elements into Finno-Ugric languages.

Another region of close and intensive contacts is the territory of the Hungarian settlements where the influence between two language groups was unilateral: Turkic exercising influence upon Hungarian.

The Turkic elements in the Hungarian language are so numerous, that in the 19 century persistent scientific discussion proceeded about the belonging of the Hungarian language either to Finno-Ugric, or to Turkic languages. Only relative recently supporters of its Finno-Ugric origin have got the best. The thing was complicated that loans of a Turkic origin in the Hungarian language are divided to some layers, and words of the most ancient layer reminded on sounding Mongolian. For example, Hung. ökör "bull" reminded more Mong. üker than common Turk. öküz "bull". It has been found out much later that **ancient Turkic loans in the Hungarian language have the Chuvash character**. The conclusion of experts can be formulated with Z. Gombocz' words:

"Old Turkic loans in Hungarian have such specific sound form inherent only in them which forces to consider their source Chuvash, or more precisely, that branch early separated from Turkic family which successor is language of present Chuvashes and which can be named Old Chuvashian".

Even the fact, that in some cases the Hungarian words can find coincidence only in the Mongolian language, has not great importance as the Old Turkic vocabulary structure remains known in an insufficient measure. Z. Gombots wrote about scales of Turkic fund in the Hungarian the following:

"From 225 indisputable loans or allowable comparisons 90 words of the Hungarian language have the Chuvash coincidence».

Since the time of writing these lines (the thirtieth of the last century) the submitted above number has been essentially increased by efforts of researchers. However it is necessary to mean not only the general coincidence of the Hungarian and Chuvash words but also their external and internal similarity:

"Coinciding words to Hungarian borz, cötkény, gyom, irö, kecske, kucsiny, szücs are available also in other Turkic languages, but coinciding Hungarian derivative forms and shades of values can be found out only in the Chuvash language. It is known that in the Chuvash language, Old Chuvash spirant g appears on the place of Old Turkic -k, -g. This sound drops out in the Hungarian loans: borz ← *borsug, kút ← kutug, however it stays not clear why final – k remains in the other ancient loans from Turkic: árok, hurok, köldök.

This fact can be explained by that last loans occur since those times when Turkic people still stayed in Eastern Europe and proto-Hungarians were their neighbours, and examples with dropping out of final – k occur from the more late time. They are obliged for their archaic shape that language of ancient Bulgars

developed in some isolation from other Turkic languages and has kept in the certain measure features of Old Turkic Language.

Considering the facts of language coincidence of the Hungarian and Chuvash languages, one can come to the conclusion that there will be hardly other pair languages of different language families in the world which would have such same similarity one with another as these two languages. The fact of such similarity can speak that the speakers of the Hungarian and Chuvash languages were in the very close contact between themselves during the long period, at least not one – two centuries. For a long time scholars already search for time and a place of such contacts and there is an opinion that they should occur in the south of Eastern Europe.

These and other facts give the grounds to suppose that the place of Hungarian-Bulgarian contacts was the Northern Caucasus. Considering Bulgars as the most ancient Turkic people in Eastern Europe at the time of Chazarian Kaganat (kingdom), they judged that these contacts took place in VII–VIII centuries AD. However the study of the language processes during those far times force us to doubt about as to sufficiency of such limited period for the extremely deep Chuvash-Bulgarian influences on the Hungarian language. Knowing, that Turks were present at Eastern Europe always from the times of the formation of single Turkic languages from Proto-Turkic, one cannot reject opportunities of the reference of time of these influences at an earlier and longer period.

Less well known and accepted is the alternative suggestion of Turkic origin of the language. Even though this notion appeared in the scientific literature as early as the first half of the 19th century, it has never gained wide acceptance. At that time the reason was partly political, since it was not politically correct to accept relationship with "less cultured, sometimes barbaric" people living in Central-Asia. Yet, several of the explorers, linguists and other scientists who tried to find the "ancient homeland" of Hungarians were heading to Central-Asia or at least realized that the most likely place to find it is indeed somewhere between the Altai-Tien Mountains and the Aral Lake where the forests meet the endless steppe. Even Kőrösi Csoma Sándor, the author of the first Tibetan-English dictionary suggested that one should look for relatives of Hungarians north of the Tibetan plateau. Ármin Vámbéry, another well-known Turkologist of the last century suggested that Hungarian is an "ugricized" Turkic language rather than a pure Ugric Language. Hungarian contains many words of **clearly Turkic** origin. **A certain number may have been borrowed** by Hungarians from different Turkic people (Cumans, Pechenegs, Oghuz tribes) when in contact while migrating westward on the steppes, as Lajos Ligeti, a great Turkologist-Orientalist pointed out, but the origin of the largest proportion of these words can not be explained by borrowing. These words probably originated much earlier from an ancient language (Oghur Turkic) that was spoken mostly in the western part of the steppes in the early middle ages. Today only the Chuvash people in Russia speak a language belonging to this group. These words also show a general affinity to the so called Eastern-Turkic

languages (see the Altaic language families) spoken in certain parts of Central-Asia, such as Kirghiz, Kazakh, and Uyghur, the language of the largest minority of China living on both sides of the Tien-Shan. These similarities clearly indicate a possible Turkic relationship of Hungarian and other Finno-Ugric languages.

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ON THE PROBLEM OF GENDER MANIFESTATION IN MASS COMMUNICATION

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It is of interest to assess the extent to which the mass media have responded to cultural trends in the society. It can be assumed that, having gained a considerable part of the communication process, mass media are subject to gender stereotypes. There has been considerable recent interest in the possible contributions of the mass media to the origins and maintenance of gender roles. Studies using educational books, picture books, and comic strips have shown that men and women are portrayed in stereotypic fashion suggesting that the media are by and large consistent in their gender role stereotyping.

In this context it is interesting to examine if and how stereotypes are reflected in TV and radio advertising. The choice of these two types of media for more detailed analysis can be explained by their nature. Namely, as long as their primary impact on the audience is made through the auditory channel, the advertisements included into TV and radio programs are more difficult to be skipped by the listeners and/or viewers than similar advertising in the printed types of mass media.

Studies in the area of advertising gender communication show that TV advertisements aimed at men differ from those aimed at women. This is reflected not only in targeting a particular product at a particular audience. In doing so, we can observe, firstly, using specific day parts (daytime, evening primetime and weekend afternoon sports) as a framework for the supposed target audience (women, family and men respectively). Secondly, and this is a more serious issue, the advertisements aimed at one sex tend to portray gender differently from the advertisements aimed at the other sex [Craig, R. Stephen, 1992].

There is now fairly widespread conceptual agreement and empirical support for the view that television can and does profoundly influence the viewers'

intellectual development, change their attitudes, encourage attitudes and behaviours, and spread some stereotypes [Neto, Pinto, 1998].

It is as a socializing agent that television is particularly powerful. Because viewing television involves the observation of others' behaviour and its reinforcement contingencies, television is considered to be a major vehicle through which the viewers learn about behaviours, particularly gender-appropriate behaviours, and about the relative desirability of performing those behaviours [Bandura, 1977].

McArthur and Resko [McArthur, Resko, 1975] found that overall men appeared more often than women in television advertisements and that men and women differed in terms of credibility (men being authorities and women users), role (women portrayed in terms of their relationship to others and men in a role independent of others), location (men shown in occupational settings and women in the home), persuasive arguments (men gave more 'scientific' arguments than women), rewards (women were shown obtaining approval of family and males, while obtained men social and career advancement) and product type (men were authorities on products used primarily by women).

Despite improvements since the seventies in the status of female characters, the TV commercials of the early eighties still revealed stereotypical gender roles. Male characters for example, were still more likely to be portrayed as employed outside the home while women were typically found working in the home. Males were also given greater credibility than were females. Male and female adult characters were also still clearly associated with activities traditionally associated with their gender (i.e. men were associated with mowing the lawn, while women were associated with doing the dishes). Finally, they discovered that ninety percent of commercials had male narrators, and that this was true even in the case of commercials for stereotypically female products. Also, there was a clearly gendered association of loud music and dark settings with male characters. This is of importance, as the narrator is considered the voice of authority. By selecting predominantly male narrators, advertisers are identifying males as the most deserving of respect. They are working from the assumption that viewers are more likely to believe what they are told by a male voice. Finally, male characters were most often shown alone, participating in stereotypically male behavior.

Manstead and McCulloch assessed the situation in Great Britain using 170 television commercials so legitimate comparisons could be made [Manstead, McCulloch, 1981]. The overall results were unambiguous and comparable to those of the American study, but the portrayal of men and women on television showed British advertisements at the time to be more gender role stereotyped.

More recent studies have been done, specifically on television advertisements, in Australia [Mazzella, Durkin, Cerini, Buralli], as well as America [Gilly, 1988], Canada [Rak, McCullen, 1993], and Great Britain [Furnham, A., Skae, 1997]. Replications over time have shown surprisingly few differences. The researchers regarded six features: the product advertised, gender of the voice-over announcer,

gender of the on-camera product representative, setting, age, and occupation of the characters.

The results of studies indicate that men and women appearing in television commercials were portrayed in not independent ways. The nature of these associations were systematic and in line with traditional gender-role stereotypes. These findings reveal that television commercials manifest traditional gender role stereotypes [Neto, Pinto, 1998].

The male figures' typical credibility basis as an authority of the advertised product complements previous findings.

Men were most likely to be portrayed as interviewers, narrators, or celebrities in occupational settings or in unspecified locations, while women were most likely dependent on others. However the difference between the two (males and females) was not as great as expected concerning the professional role.

Location is still a significant predictor of gender stereotyping. Females are more often portrayed at home while males are more frequently portrayed during leisure/outdoor.

Age is often one of the best indicators of sex-role stereotyping. Although studies define "young," "middle-age," and "old" on slightly different scales, a prevalent picture is indicated: females are consistently shown as younger than males. Most studies show that central figures are dominated by middle-aged males and young females. The depiction of female figures as young is a typical feature of advertisements from Australia and United States [Gilly, 1998]. This implies that advertisers consider it important for women to be portrayed as youthful and consequently attractive, whereas this is not as important for men. Instead male figures are depicted as being older – most male figures are middle aged – which may enhance this commonly presented image as authoritative experts.

The content category "reward types" showed many gender role effects. There is a significant association between gender of product user and reward type. The general pattern is that males are shown to be associated with pleasurable rewards, while females are more portrayed as rewarded with social approval and/or self-enhancement.

Women were more likely to appear in adverts for body products and most likely to be associated with food products.

Let us consider Gender role stereotyping in radio advertisements. Less work appears to have been done on gender roles on radio [Mazzella, C., Durkin, K., Cerini, E., Buralli, 1998].

A study by Furnham and Schofield [Furnham, Schofield, 1998] compared the extent of gender role stereotyping in commercials on British radio with that of the content of commercials on television content. They found that in radio advertisements men were more often portrayed as authorities on products and women as users of products; men were more likely to be portrayed as narrators or celebrities than women; and women were more likely to be portrayed in the home than man. Furnham and Schofield concluded that, compared with advertisements on British television, British radio advertisements were gender role stereotyped on

fewer dimensions. Hurtz and Durkin [Hurtz, Durkin, 1998] replicated the study using 100 Western Australian radio advertisements. They found that males were more often central characters; more often in authority roles. Females were most often portrayed in dependent roles and in their home, while they were portrayed as customers or girlfriends in the workplace.

The research was concentrated on the following parameters.

Credibility. Central figures were, categorized as "user" when they were depicted primarily as users of the advertised product, while those who were depicted primarily as sources of information concerning the product were categorized as "authority." Central figures depicted as neither use nor authorities were categorized as "other."

Role. Central figures were classified according to one of the following apparent roles: "dependent," meaning primarily financially dependent (spouse, home-maker, girlfriend), "narrator/celebrity," "professional," or "other" (including "worker").

Location. Central figures were categorized according to the location in which they were depicted, either: "home," "occupational setting," or "other."

Type of reward. Four categories of reward were coded: "self-enhancement" where the purported benefit of the product was an improvement in health or appearance, "practical" where the purported benefit was a saving of time or effort, or where the main emphasis was on the relative in expensiveness of the product, "social or career advancement" where it was suggested that ownership of the product would assist progress in some social or occupational hierarchy, "other" where the rewards could not be coded in any of the above (including 'family approval' and 'fun/enjoyment').

Type of Product. Four categories were coded: "Body/Home/Food" where the product or service involved bodily health, hygiene, cleansing, the home or housework, food, and drink, "Auto/Technical/Occupational" which included automobiles and accessories, and technical and occupational products; and "other" if none of the above categories was applicable.

Narrator. Central figures were categorized according to whether they portrayed a character, ("character") or narrator/presenter ("neutral") [Hurtz, W., Durkin, 1998].

The analysis of the research data showed that, in all, only three data were significant: role, reward, and product. On two specific criteria, men and women were portrayed in significantly different ways on British radio advertisements. Overall men were more often portrayed suggesting practical and social career advancement as a reward for product purchase, and women as suggesting self-enhancement as a reward for the product. Men were more likely to be portrayed in advertisements for automobile, technical and occupational products and women more likely to appear in advertisements for body, home and food products. In addition, women were more likely than men to be shown in dependent roles. Males were also significantly more likely to have a role of narrator/celebrity than females were.

It is concluded that the amount of gender role stereotyping in advertisements varies depending on the target audience. There are inevitably many other social, economic and political factors that influence gender role development, portrayal and understanding. Further, audiences are selective in terms of when they listen to which station/channel, and why.

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BUSINESS COMMUNICATION AS AN ASPECT OF INTERCULTURAL COMMUNICATION

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Effective communication needs to be built around this simple foundation and realization: communication is a dialogue, not a monologue. In fact, communication is more concerned with a dual listening process.

Business communication has a long history, stretching back to the origins of rhetoric as a scholarly endeavour and, even further, back to the origins of business practice. Today, business communication exists as an academic field that

emphasizes research in this sphere, aiming at raising its effectiveness. Different domains of business communication have been researched by F. Briggs, R. D. Clarke, S. R. Covey, L. Ekroth, L. Ferrer, E. Shriberg, T. K. Gamble, M. Gamble, N. Gerber, R.I. Gesher, M. D. Winer, C. B. Gussenhoven, G. Harper, D. House, B. Lampton, A. Lieb, N. Payne, N. Qubein, L. Ramsey, A. Taylor, T. Rosegrant, A. Meyer, B. T. Samples, A. Thompson, A. J. Vasile, H. K. Mintz and many others. In the focus of their attention are such issues as studying the peculiarities of official and unofficial business communication, dealing with specific problems in business interaction, examining the content and structure of business presentations, and developing general guidelines of effective delivery.

Communication is important in the work situation, which for most people is within an organization, a complex system that intentionally coordinates the behaviours of its members to meet certain goals.

Communication channels follow both the formal and informal organization structures. Organizational communication can take different forms. Some messages are written down, although certainly not all of them.

A problem for many people at work is the need to communicate in an assertive manner. Assertive communication involves internalizing positive attitudes regarding one's rights and specific communication behaviours, including, persistence, a workable compromise, use of feedback, appropriate self-disclosure, fogging, negative assertion, and negative inquiry [Тер-Минасова, 2008].

On the one hand, "every communication is a cross-cultural communication" (i.e., coloured and influenced by each person's unique life experience.), as Larry Axelrod and Roy Johnson state in their book, *Turning Conflict Into Profit*.

On the other hand, advances in transport and communications technology combined with the development of a world economy have resulted in people from different nations, cultures, languages and backgrounds now communicating, meeting and doing business with one another more than ever. As we come together our cultural differences become accentuated as we start to realise that the rest of the world is not reading from the same book. One area where this is now being felt is in business.

Today some of the world's largest economies include Japan, China, Mexico, Brazil, Russia, India and Korea. As a result, doing business across borders (whether political, religious, cultural or linguistic) requires cultural sensitivity, meaning a sense of empathy, flexibility and creativity informed by cultural knowledge. Western organisations are feeling the impact that a lack of cultural sensitivity can and does have upon business performance. Many organisations are now investing heavily in cultural sensitivity training to address issues such as etiquette, protocol, communication styles and negotiation approaches. In a competitive world such businesses appreciate that greater cultural sensitivity will assist them in forging longer and more prosperous relationships.

A lack of cultural sensitivity can lead a company, individual or product to failure. This is reflected in two simple categories: culture and language. Culture comes in many shapes and sizes, including areas such as politics, history, faith,

mentality, behaviour and lifestyle. The lack of cultural awareness may harm a business. For example, a golf ball manufacturing company used to package golf balls in packs of four for convenient purchase. However, a failure of their sales in Japan made the company repackage the product because in the Japanese culture the number 4 is considered unlucky due to its sounding like the word “death” (equivalent to the number 13 in western cultures) [Тер-Минасова, 2008: 220].

Business communication can also be damaged by poor translation due to the lack of cultural sensitivity. For instance, IKEA once tried to sell a workbench called "fartfull" – not a hugely popular product for obvious reasons. The cited examples could easily have been avoided by conducting some basic research in respect to checking the concept, design, shape, colour, packaging, message or name in the target culture [Тер-Минасова, 2008: 25]. If businesses want to succeed internationally, cultural sensitivity must be at the heart of everything they do; from their personal interaction and relationships with clients to the products/services they develop.

During the work time, the employees encounter the boss as the source of discipline, assignments, occasional reprimands and, typically, very little personal conversation, while an informal setting is meant to favour positive relationships in the workplace. The employees typically like to be around the supervisor who showcases humour, asks about their families and hobbies, and gives an unrestrained laugh. However, the social scene does not erase the workplace lines of authority. There are certain peculiarities of after-hours communication.

The main purpose of a social event is to foster the good will, to bring together co-workers and colleagues for a bit of camaraderie and some well-deserved recognition. Ramsey, Lydia. *Nine Questions You Should Ask Yourself Before You Head to the Office Party* [Ramsey, Lydia]. – This makes it necessary for people to circulate among everyone present, not just the equals they feel most comfortable with, and stay long enough to interact with as many associates as possible, especially the key people.

Having an idea what to talk about may be critical. Therefore inappropriate humour is normally avoided, no matter how informal the setting is. Although people might laugh, it can happen they do so either out of courtesy or from discomfort. In fact such humour could jeopardize one's professional reputation. The informal gathering does not welcome "shop talk", that is opinions about a five year plan, a drop in sales or the employee that had to be fired. Instead, people tend to demonstrate that they have an interesting, meaningful life away from the corporation: the unofficial conversations are focused on major sporting events, releases of new movies, great places to go on vacation, new restaurants, bestselling books.

There are situations which can injure the integrity of the conversation by blocking its flow, creating frustration, and reducing understanding and satisfaction. These apply to most social and much business conversation.

Some professionals suffer from the occupational hazard of talking too much – professors, clergy, speakers and trainers, and others who are paid to talk for a

living. Involved in their own monologues, going on and on without giving the others their turn, such people soon frustrate others, losing the involvement of the listeners.

Another hazard arises when a talker begins a topic and the listener grabs it away and opens a "me-centred" monologue. Thus the initiator of the topic is unable to complete his or her thought. This is very frustrating, and eventually such behaviour, which is called the "take-away" and "me-too" syndrome, drives people away.

Some people are quick to give advice as soon as the other person mentions a problem, intruding with "Have you thought of...?" or "Why don't you...?" Men seem especially prone to this tendency, although women are not immune from it. It is also prevalent among "professional know-it-alls" such as teachers, managers, administrators, and some lawyers, ministers, and counsellors. The advice-giver assumes the authority or even parenting role, and that can be off-putting. It is considered more appropriate to let the person finish and then, perhaps, to ask "Are you asking for my opinion?" or "What alternatives have you thought of?" Interrupting can also be very annoying when a person is breaking in before the interlocutor has completed the thought. Usually this is done because the interrupting people are impatient and are afraid of not getting their thoughts expressed. Many such situations occur on TV interviews when the host has guests with opposing views. The guests butt in, over-talk, even shout in order to get in their words. Contradicting is the ultimate conversation-blocker. Although great in structured debate, direct disagreement ("I disagree with you" or the more gingerly "Yes, but") is not helpful in conversation, which is at its best when it is mutual and collaborative. Instead of the "I'm right, you're wrong" game, it is considered better to hear out the point of view being expressed, check the understanding, and then offer "My view is different from yours. Let me explain." People who feel heard and understood are more likely to hear and understand someone expressing a different view.

Stingy contributors. This describes the people who listen, take and receive, but contribute little enthusiasm, information, self-disclosure, acknowledgement, compliments or other elements that lift a conversation. They like to "pick the brains" of others who share personal experiences, but give nothing in return, remain cool and contained with personal matters. This cautious, ungenerous style causes an out-of-balance conversation in which real trust can never exist. Exhibiting one or more of the above mentioned communication patterns in a conversation makes one's interlocutor frustrated or annoyed.

Business communication presupposes speaking in a public situation, so its effectiveness much depends of the general rules of public speaking.

The study of public speaking is guided by one overriding principle: what is effective depends on the speaker, the situation, and the listeners. Preparation for speaking in public begins with establishing a goal. The choice of the topic is usually determined by the reason for giving the speech. The topic should always be related to goals. The first step in goal setting is to determine the general purpose of

the speech. General purposes include informing, entertaining, and persuading. Next, a speaker establishes a specific purpose. Establishing a specific purpose involves answering the question, "What exactly do I want my audience to do, think, or feel when I am finished speaking?" The third step in goal setting is audience analysis. Answers to six specific questions can help determine what information you need about the audience communicating. What do they already know about the topic? (2) What is their specific interest in it? (3) What are their attitudes and feelings about the thesis and purpose? (4) About the speaker? (5) About related subjects and issues? (6) How will the situation affect the speech? Answering the questions sometimes simply involves asking a few people; in other cases it requires inferring from demographic data. A good speaker will continue to use feedback from listeners while talking. What the speaker learned may require a revision of the purpose.

Next the speaker states the thesis, which is a subject-centred statement: it is a single sentence summary of the speech. A thesis is the main point or central idea of the speech. Developing a thesis requires organizing. Organizing thoughts involves outlining the speech, choosing two, three, or four main points that will be used to develop or support the theses. Several standard plans for choosing main ideas are the time pattern, the space pattern, and three specific topical patterns. After selecting main points, the speaker arranges them, using audience analysis. With a deductive structure, the thesis is stated early in the speech. With an inductive structure, the thesis is withheld until midway through or at the end of the speech.

Finally, main points are developed with sub-points and supporting materials and the speaker prepares the introduction and the conclusion. An introduction needs to get the listeners' favourable attention and to begin pointing their thoughts toward the subject of the speech. Introductions may use several techniques: humour, serious illustrations, quotations, questions, a startling statement or statistic, or in some situations direct reference to audience, occasion, or subject. A conclusion should refocus listeners thinking on the thesis and leave them in an appropriate mood. Techniques for conclusions are the same as those for introductions, with the addition of a summary. Combining one of the techniques with a summary is recommended, especially for informative speeches.

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PERSPECTIVE ON MULTILINGUALISM AND MULTILINGUAL EDUCATION IN THE PROCESS OF GLOBALIZATION AND DEVELOPMENT OF THE CIVIL SOCIETY

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The number of languages spoken throughout the world is estimated to be 6,000. Although a small number of languages, including Arabic, Bengali, English, French, Hindi, Malay, Chinese, Portuguese, Russian, and Spanish serve as important link languages or languages of wider communication around the world, these are very often spoken as second, third, fourth, or later-acquired languages. Fewer than 25% of the world's approximately 200 countries recognize two or more official languages, with a mere handful recognizing more than two (e.g., India, Luxembourg, Nigeria, Switzerland, Canada).

However, despite these conservative government policies, available data indicate that there are many more bilingual or multilingual individuals in the world than there are monolingual. In addition, there are many more children throughout the world who have been and continue to be educated through a second or a later-acquired language, at least for some portion of their formal education, than there are children educated exclusively via the first language. In many parts of the world, bilingualism or multilingualism and innovative approaches to education that involve the use of two or more languages constitute the normal everyday experience. The results from published, longitudinal, and critical research undertaken in varied settings throughout the world indicate clearly that the development of multiple language proficiency is possible, and indeed that it is viewed as desirable by educators, policy makers, and parents in many countries.

The use of multiple languages in education may be attributed to numerous factors, such as the linguistic heterogeneity of a country or region, specific social or religious attitudes, or the desire to promote national identity. In addition, innovative language education programs are often implemented to promote proficiency in international language(s) of wider communication together with proficiency in national and regional languages. In Eritrea, for instance, an educated person will likely have had some portion of their schooling in Tigrigna and Arabic and English, and will have developed proficiency in reading all these languages, which are written using three different scripts (Ge'ez, Arabic, and Roman). In Papua New Guinea, a country with a population of approximately 3 million, linguists have described more than 870 languages. Here it is common for a child to

grow up speaking one local indigenous language at home, to speak another in the market place, to add Tok Pisin to her repertoire as a lingua franca, and to learn English if she continues her schooling.

The population of Kazakhstan nearly 17 million, among them 63 per cent of natives, the rest belong to different ethnic groups, according to statistics there are 120 peoples live in this country. Most of all these minorities speak Russian and believe that Russian is their native language. Nearly 5-6 per cent of Kazakh people consider it to be their second native language. In Kazakhstan Russian is declared to be the language of interethnic communication and English to be the language of international communication alongside with Kazakh as the official one. The law of languages in the Republic of Kazakhstan was issued in 1997 that declared the equality of all languages and the right to use them in public communication, education in mass media. Firstly the notions of official, interethnic and international languages were advanced in the Kazakhstani society. The policy of Government is to encourage the development of trilingualism in Kazakhstan and advancing the country into global civilization. Analogous situations recur in many parts of the world in countries where multilingualism predominates and in which children are exposed to numerous languages as they move from their homes out into surrounding communities and eventually through the formal education system.

The linguistic situation is not simple in the Khanty-Mansy Autonomous Okrug of Russia where more than 120 ethnic groups live. The authorities try to make accessible to the natives to obtain education in their own language. But their attempt failed because of the natives' unwillingness to be educated in the native language. Globalization brings destruction for the language and culture of minorities. It can be proved by experienced of the natives of Russia, where the number of ethnic minorities impetuously decrease or assimilated by greater nations. Russian is considered to be the native language of the young generation not only for the ethnic minorities but for the nations who are considered to be numerous for Tartars, Ukrainians, Bashkir and many others [Бафеев, Саурбаев, 2007].

Thus being multiple and varied the world tends to be universal. The world realizes necessity to have a world language and English fulfill this function in the globalization process. But we cannot do without other languages that can function as local languages which as well identify this or that nation. The language is a means of culture preservation, world diversity. English is involved in education together with the native language. It is observed in aspiration for mastering English for making a career and be successful in business and cultural communication between different nations. Awareness of necessity of the world language advanced the idea of mastering it by broad mass of people and brought the idea of multilingualism in education. If in the late of 90s the idea of multilingualism was not encouraged by Russian government and local national movement and the whole society, nowadays it is demand of modern times.

Located in northwestern Siberia, the Khanty-Mansy Autonomous Okrug, also known as Ugra, is the largest region of Russia. It covers a ratio of 534 801 km² for

a population 1600 million (2012), out of the 142 million (2007) in the whole federation.

Ugra is one of the most multiethnic regions of the Russian federation with four different indigenous communities: Khanty, Mansy, Nenets and Selkup. A land of immigration within the federation, Ugra is also home to another 120 ethnic groups: Russian, Ukrainian, Tatar, Belarusian, Armenian, Bashkir, Azari, etc.

Khanty and Mansy official bilingualism is characterized by the coexistence of three national languages: Khanty, Mansy and Russian. These three languages are the languages of the regional community, while the languages of the smaller indigenous communities hold a different yet official status guaranteed by the law of the Okrug [Бафеев, ЕНОВ, 2006].

Being Autonomous region of Russian Federation the language of Khanty and Mansy do not hold any official status, only provide the local communication among the natives and being the languages of preservation of native cultures.

The recognition of these indigenous languages does not mean that their permanence is ensured. They are actually suffering steady decline, through a process of assimilation. These have led some groups to adopt more common languages in order to facilitate inter-ethnic communication.

– A sparse population in the North with many ethnic groups who speak another language living in close proximity to one another. For example, the natives live in small groups surrounded by different speaking ethnic groups in a vast territory. Thus, neighboring languages have influenced their language and this in turn has disadvantaged the development of their language.

– The dominant role of the Russian language. As the primary means of communication in Russian society, the dominant status of the Russian language influenced the languages of indigenous peoples [Бафеев, Бафеева, 2006].

To this last point, probably the most significant, may be added that Russian has become the language of power, being the language of education and that of employment. Thus many people from these communities have deliberately left their mother language behind in hope to access that power.

Also worth noting is the fact that languages of Ugra have extremely suffered from a time when members of indigenous communities had to live in foster families and study at residential schools, remote from their original environment [Бафеев, 2006].

Ugra has adopted several programs since the early 90s meant to increase the number of people who speak indigenous languages, including educational programs encouraging schools to teach these languages.

Nomadic schools for the children of the smaller communities were also created, where both children and parents are welcome in a « nomadic » setting contributing to the safeguard of traditional livelihood and languages.

Khanty and Mansy Educators are trained at the University of Ugra.

Also worth mentioning, on the research level, is the Institute of Ob-Ugra Researches– exploring the linguistic, ethnographic, and cultural diversity of the Ugra.

However, despite the educational and research programs, as well as media outreach to minority languages, the issue of the decline of indigenous languages remains the same as the number of their speakers keeps dropping one year after the other. Ugra, with its two Finno-Ugrian languages and other four official languages, faces a crucial challenge: curbing the decline of its indigenous languages to stop the decline of its culture.

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ADVERTISEMENT IN THE SOCIO-CULTURAL AND LINGUISTIC DISCOURSES

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We are living in virtual reality world where images, marketing, communication and the last not the least successful advertising can increase profitability, goodwill, and market access. Ours is the age of globalization too where integration of economies, merger & acquisition, cultural sensitivities, and social diversities tend to comply the companies/organizations to make the most suitable advertising campaigns in order to be competent in the domestic, regional and international markets. We live in an increasingly complex world. One element of this complexity is the mixing of different cultures, languages and faiths. Within the business world intercultural communication is vital for success. Poor cross cultural awareness and societal knowledge has many consequences, some serious others comical. It is imperative that in the global economy cross cultural awareness is seen a necessary investment to avoid such blunders as we have seen above.

Advertising is the ideal combination of science and art. It cares about the social ethics and cultural traditions & norms. It respects the political philosophies, economic parameters, psychological aspects, legal fame-work, and even environmental hurdles whiling making or starting an effective advertising campaign. It is crucial for today's business personnel to understand the impact of cross socio-cultural differences on business, trade and internal company organization. The success or failure of a company, venture, merger or acquisition is

essentially in the hands of people. If these people are not cross socio-culturally aware then misunderstandings, offence and a break down in communication can occur. The need for greater socio-cross cultural awareness is heightened in our global economies. Cross socio-cultural differences in matters such as language, etiquette, non-verbal communication, norms and values can, do and will lead to cross cultural blunders.

The relationship between advertising and cultural factors has been analysed from various and multiple perspectives and disciplines such as communication and media science, marketing, psychology and sociology, cultural anthropology and semiotics, cultural studies etc. To create successful ads, advertisers must consider the cultural context of their audience,” “Ads should carry messages that agree with cultural values.”

It is a research-oriented study which may be useful to teachers and students of international marketing, advertising, international relation, economics, sociology, and the last not the least development journalism alike.

The process of advertising has attracted scientific attention for a long time. For economists and marketing experts advertising is a very important tool of free-market economy, an element of successful trade. For linguists it is a pragmatically determined type of discourse, which functions in accordance with its main goals: to inform and to persuade. For ordinary people, it is a part of everyday life, which can be annoying or amusing, useful or misleading.

An advertisement is both a marketing tool, social awareness instrument and a cultural artifact. It is an element of popular culture. When people talk about their favourite or most hated ads, they expect other people to recognise them, to have opinions about them. Advertising is one of the most frequent types of messages that people encounter, sometimes in places people may not even recognise as being advertising. According to Harris (1999), an average person in USA is exposed to about 500 advertisements per day, 182,000 per year, and millions in a lifetime. An advertisement will normally offer some product or service that is represented as satisfying some consumer need or desire, a tablet which is represented as relieving pain or alleviating the symptoms of the cold, a frozen food that is represented as easy to prepare, nutritious and tasty, or a brand of beer that is said to taste great.

Advertising is a communicative situation in which language operates in accordance with the purposes and actual possibilities of this type of communication. According to Leech (1966), in order to describe and define any situation of linguistic communication the following questions should be answered: In the context of commerce, advertising is the communication of relevant information by a marketer to prospective buyers using mass, individualized and/or interactive media.”

Advertising is an institution which interprets the want-satisfying qualities of products, services and ideas in terms of the wants and needs of consumers. The participants of advertising communication are a copywriter and an audience. The first category is usually represented by an advertising agency, where a group of people works on the production of a certain message on behalf of the advertiser.

Behind the second category also stand a group people, or audience, who usually by chance are exposed to advertising from different sources.

The relevant objects are products or services being advertised. However, not all of them are actually mentioned or discussed in a message. Moreover, they might not be physically or sensibly present. Such advertising involves a complex process of creating a positive image of a certain company, or even an attempt to sell a life style, a value, an emotion etc (cf. Klein 2000).

The most important distinction of medium is between speech and writing. However, under this heading such types of media as television, radio, print can be specified. Furthermore, print advertising can be presented in form of newspaper messages, billboards, special advertising brochures etc. Each type has its own advantages, available facilities and flaws.

In the advertising situation, involving a form of inferential communication, “purpose” and “effect” are not the same thing. The effect of advertising may take different forms and need not coincide with the purpose. It is only partly a question of buying or not buying the product. However, the purpose remains fairly constant, that is to make people purchase products or services advertised.

Before, discussing the basic types of advertising we should understand the different theoretical and practical aspects of advertising which is an institution that includes all the purposive communication efforts of an identified sponsor which, actively or passively, influence consumers’ perceptions about brands and issues. Advertising is a promotional activity that is used as a function of marketing to communicate persuasive information from an identified sponsor to an identified audience.”

All advertisements can be divided into different groups based on various criteria. One criterion is a geographical area for which the message is intended. Therefore, advertisements can be local, national and international. Another criterion relates to the form and medium of advertisement. Print advertising includes newspapers, magazines, posters, hoardings and street signs. Electronic advertising involves both sound and/or pictures, as on television or radio. Obviously, various media have their strengths and weaknesses. Television, combining sound, sight and motion, is considered to be the medium with the greatest impact. However, television advertisements, or commercials, are very expensive. Print advertisements’ advantage is that they do not disappear that quickly, and they are very suitable for detailed descriptions.

In general, advertising can be divided into two major groups: commercial and noncommercial. The commercial division includes consumer advertising, trade advertising and corporate advertising, where the first one is directed at a mass audience, the second type is used by manufacturers to communicate with their retailers via trade press, and the last one is advertising by companies to affect people’s awareness of and attitudes to the organisation as a whole rather than its products or services. The non-commercial division consists of government advertising (usually public service information) and charity advertising, which is

intended to give publicity to the needs and objectives of an association or organization conducted for charitable or benevolent purposes (Hermerén 1999).

“Culture is a like dropping an Alka-seltzer into a glass – you don’t see it, but somehow it does something,”

Cross socio-cultural advertising is simply about using common sense and analysing how the different elements of an advertising campaign are impacted by culture and modifying them to best speak to the target audience. Culture affects everything we do. It applies to all areas of human life from personal relationships to conducting business abroad. When interacting within our native cultures, culture acts as a framework of understanding. However, when interacting with different cultures this framework no longer applies due to cross cultural differences in the discourse.

Cross cultural communication aims to help minimize the negative impact of cross cultural differences through building common frameworks for people of different cultures to interact within. Cross cultural communication solutions are also critical to effective cross cultural advertising. Services and products are usually designed and marketed at a domestic audience. When a product is then marketed at an international audience the same domestic advertising campaign abroad will in most cases be ineffective.

The essence of advertising is convincing people that a product is meant for them. By purchasing it, they will receive some benefit, whether it be lifestyle, status, convenience or financial. However, when an advertising campaign is taken abroad different values and perceptions as to what enhances status or gives convenience exist. These differences make the original advertising campaign defunct. It is therefore critical to any cross cultural advertising campaign that an understanding of a particular culture is acquired. By way of highlighting areas of cross cultural differences in advertising a few examples shall be examined.

It may seem somewhat obvious to state that language is the key to effective cross cultural advertising. However, the fact that companies persistently fail to check linguistic implications of company or product names and slogans demonstrates that such issues are not being properly addressed. The advertising world is littered with examples of linguistic cross cultural blunders. Of the more comical was Ford’s introduction of the ‘Pinto’ in Brazil. After seeing sales fail, they soon realised that this was due to the fact that Brazilians did not want to be seen driving a car meaning ‘tiny male genitals’.

Language must also be analyzed for its cultural suitability. For example, the slogan employed by the computer games manufacturer, EA Sports, “Challenge Everything” raises grumbles of disapproval in religious or hierarchical societies where harmonious relationships are maintained through the values of respect and non-confrontation. It is imperative therefore that language be examined carefully in any cross cultural advertising campaign

Understanding the way in which other cultures communicate allows the advertising campaign to speak to the potential customer in a way they understand and appreciate. For example, communication styles can be explicit or implicit. An

explicit communicator (e.g. USA) assumes the listener is unaware of background information or related issues to the topic of discussion and therefore provides it themselves. Implicit communicators (e.g. Japan) assume the listener is well informed on the subject and minimises information relayed on the premise that the listener will understand from implication. An explicit communicator would find an implicit communication style vague, whereas an implicit communicator would find an explicit communication style exaggerated.

Even the simplest and most taken for granted aspects of advertising need to be inspected under a cross cultural microscope. Colours, numbers, symbols and images do not all translate well across cultures. In some cultures there are lucky colours, such as red in China and unlucky colours, such as black in Japan. Some colours have certain significance; green is considered a special colour in Islam and some colours have tribal associations in parts of Africa. Many hotels in the USA or UK do not have a room 13 or a 13th floor. Similarly, Nippon Airways in Japan do not have the seat numbers 4 or 9. If there are numbers with negative connotations abroad, presenting or packaging products in those numbers when advertising should be avoided. Images are also culturally sensitive. Whereas it is common to see pictures of women in bikinis on advertising posters on the streets of London, such images would cause outrage in the Middle East.

When advertising abroad, the cultural values underpinning the society must be analysed carefully. Is there a religion that is practised by the majority of the people? Is the society collectivist or individualist? Is it family orientated? Is it hierarchical? Is there a dominant political or economic ideology? All of these will impact an advertising campaign if left unexamined.

For example, advertising that focuses on individual success, independence and stressing the word “I” would be received negatively in countries where teamwork is considered a positive quality. Rebelliousness or lack of respect for authority should always be avoided in family orientated or hierarchical societies.

Following are given some famous examples where even multinational companies badly suffered with huge losses due to ignoring some special and basic socio-cultural consideration into account. Let us consider some pieces of advertisement:

– An American oil rig supervisor in Indonesia shouted at an employee to take a boat to shore. Since no-one berates an Indonesian in public, a mob of outraged workers chased the supervisor with axes.

– Pepsodent tried to sell its toothpaste in Southeast Asia by emphasizing that it “whitens your teeth.” They found out that the local natives chew betel nuts to blacken their teeth which they find attractive.

– A company advertised eyeglasses in Thailand by featuring a variety of cute animals wearing glasses. The ad was a poor choice since animals are considered to be a form of low life and no self respecting Thai would wear anything worn by animals.

– The soft drink Fresca was being promoted by a saleswoman in Mexico. She was surprised that her sales pitch was greeted with laughter, and later embarrassed when she learned that fresca is slang for “lesbian.”

– When President George Bush went to Japan with Lee Iacocca and other American business magnates, and directly made explicit and direct demands on Japanese leaders, they violated Japanese etiquette. To the Japanese (who use high context language) it is considered rude and a sign of ignorance or desperation to lower oneself to make direct demands. Some analysts believe it severely damaged the negotiations and confirmed to the Japanese that Americans are barbarians.

– A soft drink was introduced into Arab countries with an attractive label that had stars on it six-pointed stars. The Arabs interpreted this as pro-Israeli and refused to buy it. Another label was printed in ten languages, one of which was Hebrew – again the Arabs did not buy it.

– U.S. and British negotiators found themselves at a standstill when the American company proposed that they “table” particular key points. In the U.S. “Tabling a motion” means to not discuss it, while the same phrase in Great Britain means to “bring it to the table for discussion.”

In addition to interpersonal cross cultural gaffes, the translation of documents, brochures, advertisements and signs also offers us some comical cross cultural blunders:

– When Pepsico advertised Pepsi in Taiwan with the ad “Come Alive With Pepsi” they had no idea that it would be translated into Chinese as “Pepsi brings your ancestors back from the dead.”

– American medical containers were distributed in Great Britain and caused quite a stir. The instructions to “Take off top and push in bottom,” innocuous to Americans, had very strong sexual connotations to the British.

– In Italy, a campaign for Schweppes Tonic Water translated the name into “Schweppes Toilet Water.”

– In a Belgrade hotel elevator: To move the cabin, push the button for wishing floor. If the cabin should enter more persons, each one should press a number of wishing floor. Driving is then going alphabetically by national order.

– In a Yugoslavian hotel: The flattening of underwear with pleasure is the job of the chambermaid.

– “Traficante” and Italian mineral water found a great reception in Spain’s underworld. In Spanish it translates as “drug dealer”.

– In 2002, Umbro the UK sports manufacturer had to withdraw its new trainers (sneakers) called the Zyklon. The firm received complaints from many organisations and individuals as it was the name of the gas used by the Nazi regime to murder millions of Jews in concentration camps/

– Honda introduced their new car “Fitta” into Nordic countries in 2001. If they had taken the time to undertake some cross cultural marketing research they may have discovered that “fitta” was an old word used in vulgar language to refer to a woman’s genitals in Swedish, Norwegian and Danish. In the end they renamed it “Honda Jazz”.

– A nice cross cultural example of the fact that all pictures or symbols are not interpreted the same across the world: staff at the African port of Stevadores saw the “internationally recognised” symbol for “fragile” (i.e. broken wine glass) and presumed it was a box of broken glass. Rather than waste space they threw all the boxes into the sea!

The above examples verify the importance of socio-cultural consideration in making and launching of a specific advertising messages or ads communication. There are many ways of overcoming the language barrier to allow for some cross cultural communication.

When faced with a situation in which there is no common language these points may help you to get your message across:

Different integrated strategies:

– Say it without words: use hands, arms, legs, gestures, facial expressions and everything else your charades experience has taught you.

– Use emotions: even in our own language and culture we do not always use language to express fright, frustration, anger or joy. Emotions transcend linguistic barriers.

– Try out words: sometimes we share common words and we do not know it. Additionally people from different cultures will have a passive knowledge of English gained through the media. Try saying the word slowly or with a different pronunciation.

– Draw it: if you really cannot explain ‘milk’ to the Greek shop owner draw the cow, the udders and the milk. Pictures speak louder than words. Most cultures will be able to spot what you are getting at straight away.

– Ask for help: if there are others around you do not be shy to ask for their assistance. It is often possible to find a willing translator

– Confirm meanings: if you are unsure whether the message has been understood confirm meanings. When doing so do not ask, ‘Do you understand?’ as the answer will often be ‘yes’ even if it is ‘no’. Try re-phrasing what you have agreed or discussed.

– Be patient: the key to overcoming the language barrier is to exercise patience. It is not your fault or the other person’s that you cannot speak each others language.

The above points will help you to overcome cross cultural communication problems and ensure you manage to get your message across in one form or another.

Cross socio-cultural research on advertising is a relatively new field which reflects the developments and trends of the last decades in economic and commercial activities. In recent years there has been an evident tendency to economic integration, especially for the countries who have reached a certain level of wealth. One of the main issues in international marketing and advertising is whether consumers from different countries will become more and more alike or whether the differences will remain stable or even will grow more. Global campaigns would be successful only in a context of cultural and behavioural

convergence between the countries were they are delivered; opposite conditions would lead to failure.

Advertising is strongly culture-bound, dependent on cultural factors such as language, values, lifestyle, communication style and media habits” is the component of the marketing-mix most difficult to standardize. International companies believe in the convergence of consuming habits and prefer global strategies as the success of some brands as Coca-Cola, Levi’s or L’Oréal may prove; on the other hand standardized campaigns may prove the opposite: C&A failed and has been forced to close all shops in UK while Marks & Spencer had the same fate in Europe. An interesting and unique trend may be traced in last Fanta campaigns where very culturally specific advertisements and messages, created in one country are delivered in completely different and distant cultural contexts across the world (an example could be “Brazil” commercial in Japan). In 2000 Coca-Cola revealed the option for campaigns, and even introduction of new brands and packaging solutions more adapted to local sensibility (Financial Times, 27 March 2000).

According to anthropologist Tylor Reads, “culture is that complex whole which includes knowledge, belief, art, morals, law, custom and other capabilities and habits acquired by man as a member of society”

Integrity of cultures, emergence of financial services, sensitivities of social values, traditions, norms, ethics, interdependence of economics, interrelation of legality, dawn of computer revolution and the last not the least, scarcity of resources has forced the advertising companies to adopt holistic approach to reach to global audiences/consumers and sell their products. Advertising has become more systematic, accurate and even risky due to volatility in the international political power game and economic system. A successful company should and must respect ones socio-cultural taboos, religious values, national prestige, history, philosophy, and even personal preferences which can ultimately enhance its overall profitability, goodwill, market access, productivity, acceptability and overall popularity.

Effective, attractive and yet simple advertising campaign can do wonders for multinational as well local companies around the globe. The different comparative socio-cultural studies can be instrumental to rectify the fallacies in one advertising messages/ads. To be precise, the glory and downfall lies in the hands of advertising team.

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THEORETICAL BASES OF MULTILINGUAL EDUCATION

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In the conditions of globalization the language sphere of public life appears to be the subject to considerable changes. This results from the fact that speed and nature of transformation of political, economic and cultural systems in many respects depend on the language, ethnocultural, social and other concrete historical conditions specific to each separately taken country.

Kazakhstan remaining the polyethnic and polyconfessional state endures for today the difficult and inconsistent period of the cultural and language development to what the developed language situation which characteristic is given in the Concept of language policy of the Republic of Kazakhstan testifies. It should be noted that practically in all documents in the field of language policy the main idea is the need of mastering of several languages.

The concept of expansion of the sphere of functioning of the state language, increase of its competitiveness for 2007–2010 is directed on improvement of quality of teaching the state language, ensuring functioning of the state language in all spheres of public life, increase of its role as a factor of strengthening of an international consent and Kazakhstan patriotism.

The concept of language policy of the Republic of Kazakhstan defines Russian as the main source of information on different areas of science and equipment as a communication medium with the near and far abroad.

At the same time integration into world economic space isn't represented possible without knowledge of world languages in particular English. Due to its intensive studying the language situation for the majority of Kazakhstan citizens fully can be designated as multilingual. That is objective realities develop for today in such a manner that the peculiar bilingualism for the Kazakhstan society gradually starts to be replaced with multilingual.

In the same documents the education system role in the solution of problems connected with a new language situation in the country is noted. The essence of

this role is caused by a problem of implementation of a principle of a continuity of the educational process based on a high level of quality, the international standards one of which major elements is language training.

In this regard new sounding is got by a problem of language education. Thus initial idea is that studying of any language should be accompanied by studying of culture of carriers of this language. And this process should proceed synchronously and not in separate planes.

In this regard it would be lawful to speak about the multilingual cultural education and multilingualism of citizens of society should be the result of it. Parts of this multilingualism should be native language which fixes understanding of belonging to the ethnos, Kazakh as the state language knowledge of which advances successful civil integration, Russian language as a source of scientific and technical information, foreign and other nonnative languages developing abilities of a person for self-identification in the world community.

Therefore language studying as one of the main indicators of adaptation of a person to new sociopolitical and welfare realities becomes now an topical scientific-theoretical and scientific and practical task. Besides objectively there was a need in a new way to comprehend the traditional concepts which have developed in independence of language policy and a language situation.

Most boldly this problem with reference to a language situation of modern Kazakhstan is reflected in the Message of the President of the Republic of Kazakhstan N.A. Nazarbayev «New Kazakhstan in the new world» where with a view of ensuring competitiveness of the country and its citizens stage-by-stage implementation of the cultural project «Three main languages» is offered according to which development of three languages is necessary: Kazakh as state language, Russian as language of international communication and English as language of successful integration into global economy. In these conditions the problem of formation and development of multilingual education including questions of development of its theoretical-methodological bases is staticized.

Answers to the questions connected with a problem of multilingual education owing to its many-sided and many-aspect nature can be found only under condition of studying the system and complex analysis of theoretical concepts of various schools of sciences. Therefore as methodological reference points for our research works of scientists in the field of philosophy serve to ethnology, pedagogics and ethnopedagogics, sociology and ethnosociology, psychology and ethnopsychology, linguistics and ethnolinguistics.

The purpose of multilingual education is formation of a multilingual personality whose level of formation in many respects causes positive nature of personal self-realization of a person in modern conditions of public relations, his professional competitiveness and social mobility.

A multilingual personality is an active carrier of several languages representing: a personality speech – a complex of psychophysiological properties allowing an individual to carry out speech activity at the same time in several languages; a personality communicative – set of abilities to verbal behavior and

use of several languages as means of communication with representatives of different lingual societies; a personality dictionary or ethnosemantic – symbiosis of world outlook installations, valuable orientations, behavioural experience integrally reflected in lexical system of several languages .

Multilingual education is a purposeful, organized, normalized triune process of training, education and development of an individual as a multilingual personality on the basis of simultaneous mastering of several languages as a «fragment» of socially significant experience of the mankind embodied in language knowledge and abilities, language and speech activity and also in the emotional and valuable relation to languages and cultures.

LACUNARITY AND EXPERTISE IN THE PROCESS OF INTERCULTURAL COMMUNICATION

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Search of ethnocultural specificity of consciousness requires the description of the language awareness: it is seen as a means of understanding a foreign culture in its substantive work and mental shape. Representatives of all languages will understand the linguistic units used in these languages to the extent to which the images of their minds meet and have some commonality. Inconsistencies of consciousness, specific to different cross-cultural communities will lead to confusion in intercultural communication. E.F. Tarasov emphasized that "the main cause of misunderstanding in intercultural communication is not a difference of languages and the difference of national consciousness communicants" [1.2, 71.8].

The lower the level of intercultural competence, the greater the gap is found in its nascent secondary language consciousness. These gaps are due to local and national characteristics of different cultures. Y.A. Sorokin, considering the concept of a local culture, injected E.S. Markaryan [2], raises the question of distinguishing between verbal and nonverbal subculture. Under verbal subculture he realizes some set of states of speech behavior native speakers with a kinesthetic and cognitive emotive characteristics, or a combination of states of a text, which has certain kinesic and cognitive emotive characteristics [3, 73,298-300,43].

Speech state (behavior) of the text – it is a known organization of the text in the kinesthetic and cognitive emotive plans that implement a specific, and usually for a fixed set of some text phonetic-morphological, lexical and syntactic elements.

Under nonverbal subculture Y.S. Sorokin understands the process and / or results which are of anthropological and deployed to a particular landscape under the principle of interaction with the landscape or on a transformation of the landscape, and the phenomena, facts and artifacts of human areas of activity will be secondary to the landscape (A.A. Chizhevsky, L.N Gumilyov). Similarly, secondary modeling systems (painting, music, architecture) will hold a special

place in some local culture. They are, only a certain set of kinesic and emotive states of the individual as a representative of a mental tone, not the individual states of the speech (or text) [4, 74,12,1].

Discourse analysis of speaking and listening partners belonging to different linguocultural communities, shows that in some cases the sides cannot reach an understanding, since both national identity and locality of their cultures, demonstrate various verbal and non-verbal behavior, caused by the emergence of denotative or kinesic holes or gaps. Gaps show the status of some other world culture that promotes incomplete understanding utterances partner. In this case, there are well meaning – spaces on a semantic map different forms of speaking in the culture and language of the partner.

Y.A. Sorokin gives this definition of lacunae: "a lacuna – chunks of text in which there is something strange, bizarre, and erroneous" [4].

B. Doroszevska also argues that gap – is that in some languages and cultures are referred to as "individual" and in the other is not signaled, i.e. finds no fixed public expression [5].

Z.K. Temirgazina explains the appearance of gaps on following reasons: "gaps (empty, blank) – occur in the absence of specific language of words and concepts available in the other language. Gaps occur not because no phenomenon or concept, but because of the crop as it were unimportant, insignificant allocation of a particular aspect of this or that aspect of reality" [6].

Z.K. Temirgazina is right in the sense that the appearance of gaps due to the lack of optional words or concepts in a particular culture, as the ethnic groups living in different ecological and socio-historical, cultural, geographical landscape conditions, perceive the world differently, from a different angle of view, worldview. Therefore, they are one and the same world in different conceptualize, inadequate concepts. That is why one can say that the gap is the absence of the concept of the culture of the people. Concept – this idea is a synthesis and release of objects of a particular class in a more or less important feature. In essence, this is an identification of all the items on the order of their parties, which are highlighted in the reports as a basis, so a lot of items in one thought unites under a common name for them [6].

The idea of the possibility of a division of the conceptual differences between speakers of different cultures of the world lies in this definition, as a different perception of the world through national and ethnic linguistic picture of the world helps to ensure that carriers of different cultures can choose as a basis of communication are different aspects of the same phenomenon. The objective world is the same for different ethnic groups, however, the structure of it as a result of conceptualization and divers. Together with the existence of semantic universals – the result of universal categories and a certain commonality of human experience, there are also differences in the notation of the same fragment of the real world. L.V. Scherba wrote that "the reality is perceived in different languages in different ways: in part, depending on the actual use of this reality in any given society, in

part, according to the traditional forms of expression of each of the language in which this reality is perceived" [8].

Besides the fact that in some cultures there is no concept, it may happen that the general concepts that are universal for both languages can be expressed as a single unit or as something separating this general concept. In this case, the concept is expressed in a few words or phrases, the connection with the concept of the word can be direct or immediate, expressed or stable combinations with relative certainty. Therefore, to select the verbal gaps several cases of the concepts and relationships should be considered: 1) in all the cultures and languages of the world the absence of both the concept and its verbal expression, for example, in the English language the word "mother-in-law" lacks and 2) to what- or culture (culture) the definition is expressed in a language not directly, but indirectly through other concepts verbally same type as the merged derivatives, for example, mother-in-law (in Russian) – mother-cu-low (mother-in-law is the mother not by blood and by marriage).

Cases of inadequate expression concept, its verbal formulation leads to various kinds of verbal (conceptual) semantic gaps (meaning well). In these cases, Y. Sorokin says semantic wells – the gaps, and V.I. Zhelvis – the conceptual.

By thinking Y.A. Sorokin, semantic well – chunks of text, where the set of (field) denotations is vague due to: a) the non-representation of certain elements denote structure of some phenomenon in the analyzed text, b) inadequately denotations in the perceiver and communicator c) designata non-identity that prevents recognition of denotations as belonging to different conceptual and semantic fields [4].

Based on the analysis of semantic wells encountered in the translation and language-original, Y.A. Sorokin, I.U. Morkovina give the following types of gaps: 1) subjective, reflecting the ethnic and cultural features of communicants belonging to different linguocultural communities 2) activity-communication, reflecting the cultural identity of the various activities in their communicative aspect, and 3) the gaps of cultural space, reflecting the mismatch cultural backgrounds, and 4) the text arising from the specifics of the text as a tool of communication (specific text can be: content, form fixation and playback, focus it on a particular recipient, especially poetry author, etc.) [8].

V.I. Zhelvis marks the following types of gaps: 1) conceptual and linguistic gaps, when the concept is the same culture, but in a different culture, it is not, "the presence of a single word to express the concepts, so different to the Russian, no special word mother-in-law, mother in law, and that the same, no need to make these words say about the English language and conceptual gaps" [9], 2) the presence of gaps that result from the existence of the so-called united and unifying concepts. Concept – were members of another concept – integrating the concept, and the concept that combines several concepts – combining" [9].

I.A. Sternik and T.V. Bykov speak of two types of lacunarity: 1) intralanguage (no word in the language to be found at the background of the presence of similar

semantics of words within a particular lexical paradigm) and 2) cross-language gap (lack of lexical units in a language if it is available in the other) [10, 82.55].

The presence of non-verbal subcultures – sets only kinesic emotive states and individuals as members of certain types of mental kinesic can highlight gaps. Kinesic gap is a gap arising due to lack of paralinguistic states. Kinesic gaps are the result of national-specific nonverbal behavior intercultural communicators, members of different ethnic groups. These communicants in intercultural communication, coming into contact with members of the other linguocultural community and even "speaking the language of the last act in their behaviors to use" their "kinesic, proximic system based on" their "cultural knowledge. Therefore, verbal interaction between representatives of different linguocultural communities going through a more or less successful "grinding", during which produced ad hoc «nonverbal speech interaction model" [11].

Kinesic gap, actualizing in intercultural communication, Y. Sorokin and I.Y. Morkovina attributed to intercultural kinematics [8].

Intercultural kinema is a gap arising from mismatches motor movements (gestures, facial expressions), and the interpretations of their meaning in different languages, ie motor function and their inconsistency.

V.D. Narozhnaya highlights intercultural nonverbal gap, considering them as inadequate paralinguistic elements are interpreted differently in different languages. They reflect the cultural identity of the people [12]. Nonverbal gaps are divided by the author into two types: 1) ethnographic nonverbal gaps and 2) intercultural nonverbal gap.

By taking into account the aggregate of voice and non-verbal behavior of states of all languages belonging to different linguocultural communities, we differentiate the following gaps: 1) intercultural gaps – as pieces of speech, strange and incomprehensible to the communicant, considering the different culture in the initial stages of culture shock through my position and ethnocentrism. These lacunae include mismatch customs, rites, and rituals that is interpreted in every culture and enforced differently. For example, the tradition of celebrating the New Year in Kazakhstan, Russia and Greece are different and 2) ethnographic gaps – gaps that arise when the communicants are not familiar with the words; 3) behavioral gaps. Principles of conduct in different nations are inadequate, so the position of the different groups on the principles of behavior is not always the same, which is a sign of different perception of the world, the existence of different pictures of the world, different patterns of verbal behavior, embodied in conventional form in the minds of ethnic groups.

Inadequacy of verbal behavior of representatives of different linguocultural communities is a result of local and distinct culture and behavior – an integral component of culture

Gaps appear in the process of intercultural competence in the case of bilingual intercultural competence in a language and culture prevents mutual understanding. Where to get a sufficient level of competence when communicant possessed body of knowledge: linguocultural, socio-cultural, linguistic, cognitive and pragmatic

can speak about elimination of gaps. Elimination of gaps is made in two ways: 1) fill the gaps, and 2) the compensation of gaps.

Filling gaps occur when the communicant, having conceived fact dissimilarity "alien" image of other cultural consciousness with its image in the culture. The essence of the reception is to fill the gaps that the communicant clarifies the content of the image itself to another's consciousness through the development of new knowledge about an unfamiliar culture. Filling the Gaps – a process of disclosure of a concept or meaning of the text is owned by other communicants culture. The main route of filling the gaps is the translation for yourself of other cultural image content through the use of "their" language and knowledge of its content, its interpretation. Another way to fill the gaps – this comment piece for themselves "foreign" culture by updating your knowledge about the element of "foreign" cultures, such as the completion of encyclopedic knowledge.

The second way of elimination of gaps is compensation. Its essence is that the removal of national barriers in specific situations of contact between two cultures, ie to facilitate the understanding of a particular piece of foreign culture, in the first sentence of a communicant introduced specific element of culture. Understanding of the specific elements of other cultures is facilitated by the fact that in the second dialogue communicant – recipient based on the situation, begins to delve into the value of the other foreign words. With elimination of compensation is to ensure that the selected analog of the "other's image" in their culture.

As you can see, the relationship between intercultural competence and lacunarity manifested in the fact that cross-cultural competence, i.e. possession of a variety of knowledge, affects the appearance and disappearance of gaps in intercultural communication: In case of insufficient flawed intercultural competence arise various gaps – gaps caused by the lack of knowledge in any field of knowledge (culture, language, norms). A sufficient level of competence promotes elimination of gaps by filling them and compensation.

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PROFOUND STUDYING OF RUSSIAN AT SCHOOL WITH THE KAZAKH LANGUAGE TRAINING

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In the Republic of Kazakhstan representing the multinational state, actual there is a problem of formation of the polycultural personality knowing two or several languages. Among the languages functioning in our country, the special place is taken by Russian which is the most important means of obtaining information in modern society. In the Law "About Languages" of the Republic of Kazakhstan Russian status as official therefore it is an obligatory subject in the list of the disciplines entering into the basic curriculum of comprehensive school is defined.

Now classes with profound studying of Russian play an important role in realization of reform of school. Development of the Russian speech of the school students who are training on the profound program, are integrally combined with vocational training in the various directions (to a profession wide humanitarian, technical, services sectors, etc.) That is development of the contents and a technique of profound studying of Russian at national school, the practician work of these classes to a certain extent create preconditions for a reasonable combination of the principle of unity of school and education differentiation.

Main objective of training of the Russian speech in 5-9 classes at school with the Kazakh language of training is formation of communicative competence of pupils as abilities to organize the speech activity in various situations of communication by means of appropriate means.

The tasks of the integrated course "Russian speech" is:

1) to form abilities and skills of speech activity, sufficient for satisfaction of necessities communications in domestic, educational, sociocultural and officially-business spheres;

2) to form language ability plugging in itself information about a language and orthoepic, lexical, grammatical and stylistic abilities and skills;

3) to attach students to Russian speech.

The purpose and problems of training in a subject define the contents and course "Russian Speech" structure for 5-9 classes presented in the program by three components: speech activity, language material, culture of speech (taking into account the knowledge acquired in previous classes, skills). Basic elements of a course are formed on the basis of language knowledge speech skills, subjects for development of speech, text and a dictionary material, a basic word stock.

The program assumes studying of units of various levels of language (morphemes, word forms, phrases, the main and minor sentence parts, etc.), and also the main norms of the literary language (orthoepic, lexical, phraseological, word-formation, morphological, syntactic, stylistic) on the basis of the coherent text.

Specifics of a subject is made by work on development of speech which assumes replenishment of a lexicon of pupils, enrichment of speech by syntactic designs, a producing (creation) of the text, and also logic and thinking development. Thus an important factor of development of speech is the culture of work with a reference media, reference information.

The subject "Russian Speech" unites three interconnected, but different in problems of the direction:

1. Formation of skills of audition, speaking, reading and the letter that assumes the interconnected training in all types of speech activity in process both oral, and written language.

2. Assimilation of language knowledge (rule of change and use of words, and also creation of offers and coherent text; knowledge of styles of speech – art, colloquial, official, publicistic; rules of the Russian spelling within theoretical data on language). The reference point on preparation of pupils for communication in the social sphere assumes instilling of skills of drawing up different types of the business letter.

3. Improvement of the standard of speech of pupils. As a whole all maintenance of a subject is directed on increase of culture of communication in Russian.

As I work according to author's programs for profound studying of Russian in 5-9 classes according to the sections "Lexicon", "Word formation", "Morphology", "Syntax and Punctuation", "Syntax of a Compound Sentence" which are peer-reviewed regional IPK personal computer, I want to share experience.

Carrying out State standard of education on Russian studying at school with Kazakh training, I made programs for profound studying of Russian on the basis of State standard of the education approved by the Government of RK No. 1290 from 01.09.2010; training programs on Russian for 5-9 classes approved by the order No. 367 by the Ministry of Education and Science from 09.07.2010 taking into account national strategy of educational policy of the Republic of Kazakhstan.

Programs are aimed at profound studying of the sections "Lexicon", "Word formation", "Morphology", "Syntax and Punctuation", "Syntax of a Compound Sentence" and are guided by programs on Russian studying for schools with

Russian of the training, approved by the Ministry of Education and Science of the Republic of Kazakhstan.

Features of the maintenance of the main parts of programs are:

- expansion of a circle of sub-themes and the situations detailing subjects on development of speech;

- increase in volume of requirements to skills of coherent speech of pupils (participation in discussions, debates, competitions, writing of the summary, characteristic, etc.);

- inclusion of additional data on phonetics and an orfoepiya, lexicon and phraseology, spelling and a punctuation, stylistics and the standard of speech; training pupils have to acquire 5000 lexical units and about 300 phraseological units.

Peculiar features of the main part of programs:

- inclusion of special topics for speech development which have to promote implementation of vocational guidance, satisfaction and development of informative interests of pupils (for example, "Outstanding scientists of Russia and Kazakhstan", "Publishing: history and present", "Library treasury of culture of the person. The largest libraries of the world", "I in pilots would go. Let me will teach", "secrets of professional work");

- the increase in a language material, its purposeful redistribution on classes that allows most fully to realize the conscious and communicative principle of training to Russian, will promote entertaining of training, awakening and development of informative activity of pupils (a material of all language levels, almost significant; data on regularities of development of language, facts of history of Russian; purposeful and consecutive comparison of the facts of Russian and Kazakh language, etc.);

- increase in words and phraseological combinations for active assimilation at the expense of lexical and phraseological units of terminological character;

- introduction of special sections.

Learning efficiency in classes of profound studying depends on observance of a number of methodical conditions. For example, availability, fascination, an optimum practical orientation of the maintenance of special and speech and professional practical works, gradual complication of special and speech practical works which have to be conducted for several years of training.

Programs provide both informative, and the practical purpose.

The informative purposes of programs aim pupils at formation of scientific outlook, arms x bases of knowledge of lexicon, word formation, morphology, syntax and punctuations and syntax of a compound sentence of Russian, continuation of development of esthetic skills. Formation at pupils of scientific outlook plays large role in the course of language function in society, communication of language with life of society, the changes happening in language and society, Russian role in the modern world.

The practical purposes of studying of sections – formation of educational and language abilities – promote creation of preconditions for work on Russian in

the various directions: spelling, orfoepiya and grammars, on lexicon enrichment, on development of oral and written language, morphology, syntax, etc.

Work of "profound" classes becomes effective incentive of development of the theory and practice of training in Russian as to means of international communication, induces to deeper judgment and practically opens real opportunities of implementation of communication of process of training in Russian with life, ways and concrete forms of vocational guidance of school students, substantially enriches and expands an arsenal of fixed and after-hour forms of work.

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AMERICAN AND RUSSIAN INTERCULTURAL STRATEGIES AND COMMUNICATION PATTERNS IN THE PROCESS OF GLOBALISATION

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Cross-cultural communication issues, and their potential for creating obstacles to effective, successful organizational and professional interactions, have become a critical aspect of the movement toward a globalized society. Competent communication, a central instrument for an organization to create a sustainable competitive advantage, is further complicated when cultural differences must be managed.

In this article, we try to make an attempt to examine some of the seemingly unrelated and isolated pieces of Russian cultural information in a systematic way. Specifically, we look at surface representations of certain basic cultural values, which will enable you to draw correct cultural inferences. For instance, in the example from the Russian movie, we have a surface (behavioral) representation – loud and intense pronunciation. This activity may be considered as “too loud, too emotional” and evaluated negatively by an outsider who unconsciously compares it to similar situations in his or her own culture (“people speak loudly and emotionally when they quarrel”). However, the communicative behavior displayed

in the movie can be used to gain knowledge of the basic, invisible cultural values underpinning the activity (e.g., demonstrating attitudes and directness of communication is acceptable and normative).

This illustration, demonstrates the limitations of relying on surface representations of behavioral traits to understand a culture. The enlightened outsider will be able to assign a cultural value to the observable behaviors, and use that knowledge to effectively manage cultural differences. Culturally mindful communications will arise from the process of making cultural inferences only after surface representations have been attributed to basic cultural values. Therefore, in order to fully understand Russian communicative behaviors one must have an appreciation of the basic cultural values which form the Russian Worldview.

Linguistic research of cross-culture communication and related cultural anthropology topics generally agree that basic cultural values, which indicate a culture's worldview, are often reflected in certain "key words" or "key concepts" [Shmeljov, 2002]. Wierzbicka's influential book on cross-cultural pragmatics provides generalizations about the basic values and features of Russian culture [Wierzbicka, 1999].

Emotionality

For Russians, expressing the way you feel (both good and bad) and attention to what other people say about their feelings is favorably considered in a wide variety of contexts. From this, it is clear that for Russians relationships are more important than the contextual reality.

This cultural feature can be observed in language strategies such as heavy use of "culturally loaded words" like *dusha* – 'soul', which signals the importance of the inner world, and in the abundance and great variety of active emotional verbs (as if emotions emerge on their own and are not just experienced) – *volnovat'sja*, *pechalit'sja*, *udivljat'sja*, *radovat'sja* – as compared to names for emotional states *be glad*, *be sad*, *be angry*, *be happy*. In the realm of proper names, Russia is famous for having lots of nicknames (expressive derivation), not only towards children as in English (e.g., *Teddy*, *Tommy*) but towards adults without distinction of age or gender. These are used in a variety of contexts to express the extremely important role of closeness and intimacy and to communicate the minute aspects of feelings between individuals and the subtle shades of their relations – In other words, the ability to express solidarity politeness by minimizing social distance.

Judgmental Attitudes

Russians have an inclination toward judgmental attitudes, with a tendency for ethical evaluation. Among Russians, one can expect to be morally judged and it is considered appropriate to treat others the same way. Russian's are eager to voice their opinions, and people expect, and sometime require from others, moral evaluations of mutual loyalty, respect, and sincerity. This cultural value is reflected in the Russian language by the abundance (as compared to English) of nouns – both positive and negative – expressing absolute moral judgment. This is quite different from using adjectives, which describe only a feature of a person, because nouns classify a person as a certain type.

Fatalism

Many Russians possess an attitude of “having no control over the world.” The realm of the uncontrollable, and thus unconceivable, is quite broad. This is directly opposite of American pragmatism when assessing and dealing with difficulties.

Irrationality

The world is considered an irrational place, and a Russian may behave and think as if unable to always rely on objective methods of analysis and logic. This is in opposition to American positivism.

These Russian cultural values give rise to the following behavioral attitudes, which can create difficulties when interacting with Westerners in an organizational context:

- Relationships are more important than results.
- Interpersonal reality can often become external reality
- The realm of the uncontrollable and, thus, unconceivable is broader than in the West.
- Things can go wrong or get worse at any moment.¹
- One cannot completely rely on objective methods of analysis and causality.
- Ethical evaluations are important and there is a tendency toward them.

There are, of course, many more cultural obstacles than those mention above. For example, problems can arise due to the variation between Russian traditional and Soviet era cultures. Modern Russia is a huge conglomerate of significantly contradictory cultural patterns. What makes it different from, say, the multiculturalism of the USA is the lack of a legacy: neither historically, nor *de jure* was multiculturalism acclaimed in the national context. Still, recently there are some positive trends in public opinion about the real values of multiculturalism, a position often advocated by top Russian authorities, and it is proclaimed as one of the pillars of the modern Russian state. Yet, Russia in all its ethnic and regional variations is one nation with one rather diverse culture. And the main divisions in that culture are along slightly different lines: between traditional (T), inherited from the Soviet system (S) and westernized (W) cultural models. Therefore, one of the main cross-cultural communication problems for an outsider is deciding which cultural pattern (T, S, or W) one is dealing with at any given moment with any given individual. Some of the more easily detectable cultural patterns of the Traditional and Soviet co-cultures include:

- A deep mistrust between the authorities and the people
- General pessimism
- Lack of critical thinking, and negotiation skills
- No, or little, respect for laws and rules
- A deep-rooted practice of deceiving higher authorities, to color the truth, and to use roundabout ways
- Mistrust of commercial activities [Jacobs, 1992]

From a western perspective, these patterns of behavior may seem contradictory, but Russians consider them to be the focus, the central line, of their history. Thus, Russians often feel sensitive, vulnerable, and angry towards what

they consider to be “Western cultural imperialism”. Partially, this attitude is a result of what Westerners consider “The End of the Cold War”, but what Russians consider as “Transformations” – changes on a scale that no country has ever experience before [Holden, Cooper, Carr, 1998]. These transformations embraced all aspects of public and private life – transformation of the political system, transition from a command to a market economy, new federal relations, new foreign policies, etc.

None of these changes went well, and most Russians believe that things should have been done differently and cannot agree on what exactly went wrong. They do agree, however, that the world paid insufficient attention to the enormity of what was done and to the suffering people experienced in transitioning from the Soviet era. As a result, the very idea of changes can be a problem in Russian organizations when western managers attempt to introduce and implement new management techniques of constant change. Changes are generally viewed in Russian culture, especially in its more traditional layers, as a threat, and people want to avoid them.

It is one thing to recognize that values vary between cultures, but it is of perhaps greater importance to understand how those values influence culture-specific behavioral patterns, especially communication patterns. It is clear that culturally different communication practices can lead to failures in a cross-cultural organizational context – be it in the workplace, at the negotiation table, or choosing management strategies. A situation can be aggravated by the fact that language capabilities – even more so, fluency – does not necessarily help mitigate these failures. This is because that while “pure” language mistakes (e.g., grammar, wrong lexical choices, pronunciation, etc) are easily recognized as such, clumsily handling of politeness strategies or speech acts usage can be taken as personality traits. Thus, a person acting out his culture’s politeness and other discourse strategies may seem to a representative of another culture as rude and imposing, or insecure and indirect, leading to a perception of the person as an unreliable partner or a pushy employee (Thomas, 1984).

Research conducted by Ratmayr (1998) and Wierzbicka (1992), as well as others, have demonstrated that the following oppositions are generally valid for interpersonal communication between Russians and Americans. Let us consider the table and try to compare both cultures:

Russians	Americans
Value solidarity politeness more than deferential politeness	Pay more attention to negative politeness
Express more emotive data	More conventionally indirect in requests
Invest more effort into supporting requests by using justifications	Preface corrections with positive remarks more than Russians
Directness with familiars is associated with sincerity	Directness with familiars is associated with imposition on their freedom
There is a vast selection of Russian words and expressions used to show warmth and	When translated into English, these Russian words and expressions are typically rendered

Russians	Americans
inoffensive closeness with familiars and intimates, thus amplifying positive politeness	into expressions of patronizing attitudes, thus becoming offensive
Friends normally considered intimates	Friends normally considered familiars
Express more politeness to friends	Express more politeness to strangers

Taken collectively, Russians are more insistent on expressing and reviving solidarity politeness. It normally means a smaller distance between equals. But, from a Western point-of-view, this style lacks expression of deferential politeness, which can create problems for teamwork. O.A. Leontovich [Леонтович, 2002] provides an extensive treatment of cross-cultural communication between Russians and Americans.

In a cross-cultural communication setting, an extremely important factor is how one's messages and behaviors are interpreted by the other person. Specifically, as relates to this case, how a U.S. business representative processes the Russian representative's communicative acts will influence the assigned meaning. Without an understanding of the Russian culturally influenced communication practices, a U.S. businessperson may well assign negative or incorrect meaning. The following are examples of normative Russian communicative behaviors that can become pitfalls in a cross-cultural environment.

– Communication style is not targeted at reaching a consensus – At least that is how it may be judged by Western participants at a business meeting with Russians. In normal conversational turn taking, Russians will often start with “no!”

– Offering wrong or no answers to your questions, or “knowing better what you need.” This means that judgments, or “good advice,” are a common Russian response to information seeking behaviors. For example, asking a Russian colleague for a name of a potential partner (X) for an activity (Y) in town (Z) may lead to the answer “Person (M) in town (N) will better suit your activity (Y). This does not imply rudeness or an unwillingness to cooperate, but just the opposite – friendliness and a desire to cooperate and help. This type of exchange is especially common between equals in an informal context – e.g., “Why do you use this chair? It is bad for your back!”

– Addressee's responsibility for information. In Russia, a person interested in getting information has to ask for it, and those who possess the information – especially intuitions – do not feel compelled to provide it without additional urging (i.e., you need this train schedule – you find a way to get it). And even when provided, the information can be inexplicit and incomplete. This Russian communication characteristic is extremely different from the U.S. style, where providing full, explicit, comprehensive information to the public is a primary duty of an organization. An example of how a U.S. businessperson could become frustrated by this Russian practice can be from a simple request for a phone number. When using the provided number, the U.S. representative may find it does not work as given but requires an additional code. The American may well ask the Russian provider, “Why didn't you tell me this before?” The Russian would reply, “You did not ask!” This communicative trait is drastically opposite to the demands

of the modern communications age and has been changing rapidly – at least in the “new economy” spheres like Internet commerce.

– Potential mistrust of “objective truths”. This culturally based feature can be especially disconcerting to U.S. partners when dealing with organizational issues. Imagine introducing new software to Russian colleagues and getting surprised looks and annoyed objections – “Why should we change anything? The old one works pretty well?” In a cross-cultural exchange, this communicative trait may be perceived as irrational or argumentative. The U.S. member may feel mystified by the need to discuss things that seem self-evident.

– Parallel processing of information. This is what Hall [Hall, 1959] calls polychromous, as opposed to monochromous, culture. The Russian multi-focus time orientation can easily lead to misinterpretations of behaviors by single-focus U.S. businesspersons.

The West has historically considered Russia to be enigmatic (e.g., “a riddle, wrapped in a mystery, inside an enigma” was coined by Winston Churchill). However the Western perception of Russia being difficult to understand has been heightened by the societal changes the country has experienced over the past two decades. For Russian business, the problems arising from the globalization process have been exacerbated by the dramatic changes wrought by the collapse of the former Soviet Union. Basically, Russians must now confront the issues associated with the emergence of a new culture, a new national identity, and an absolutely new business culture. The enormous, dramatic changes, plus the embedded basic values of the traditional Russian culture, are coalescing to shape the business culture of modern Russia.

Research, anecdotal evidence, and personal impressions confirm that in organizational settings expectation gaps between Westerners and Russians (e.g., managers, entrepreneurs, professionals, staff, etc.) form one of the main obstacles to conducting business, creating successful partnerships, and organizing efficient work teams. Below are some of the widely supported statements from ‘both parties’ that can strain relations between Russians and Westerners [Holden, Cooper, Carr, 1998].

Western Attitude	Russian Attitude
Russians don't know how to work hard	Westerners have no appreciation of recent societal changes
Business problems are simple in Russia	Westerners don't know HOW to teach and how transfer skills to Russians
Change is impossible in Russia	The West has failed to manage effective relationships with Russian partners
Russians lack experience and know how	Westerners have no interest in ‘Russian mentality’
Russians must follow the western consultant's advice	Relationship management must be based on equivalence
Russians rely too much on intuitive approach	Russian staff feels undervalued, underutilized, and discriminated

It is evident that Russian-U.S. cross-cultural communication in a business setting can be laden with challenging difficulties arising from culturally varied communicative styles and behaviors. The question then becomes how does one successfully navigate around these potential problem areas? Knowledge is, of course, the answer. Each party, both Russian and U.S., has an obligation to be generally aware that culture shapes one's worldview in the form of beliefs and values which, in turn, influence communication styles, and all of this becomes manifest in the workplace. But when people of different cultures interact in the workplace, a broad appreciation of cultural influences will likely prove insufficient in preventing misunderstandings and miscommunications. Indeed, when working toward a common goal, such as in a cross-cultural business endeavor, more specific cultural knowledge relating to the other business partner is required.

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**PROBLEMS OF SOCIAL AND HUMAN
SCIENCES IN THE MODERN
EDUCATIONAL PARADIGM**

THE PHILOSOPHY OF LEGAL CULTURE

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Legal culture is an integral part of culture of a society as a whole, and its value goes beyond the study of law and legal practice. In the legal culture, this is a certain level of development of the regulatory qualities of the rights and legal values, legal progress and spiritual values, implemented legal awareness of the society and personality. The main interrelated and interacting elements of legal culture are state of law, legislation, and practical work in the field of law and first of all the state of the sense of justice in society.

The development of modern philosophical – legal research of the legal culture, the correlation between the right and the law, acquiring a wide range, finds its solution in different theoretical concepts. The respective authors of the philosophical – legal concepts significantly differ among themselves in the understanding of the subject, objectives and tasks of the philosophy of law, in their methodological approaches to the right, the correlation between the law and of the law. [4, 13–16 p.]

In the process of development of natural and legal concepts to show that they are distinguished by their commitment to humanitarian principles, approval of the inalienability of human rights and freedoms, the negation of the arbitrariness of the state and, along with the lack of the principles of delimitation of rights and law, the tendency of the subordination of the state natural – law principles. In the process of development of the institute of legal culture, it becomes clear that human right is the rule of the relationship and the level of legal culture within a society. Naturally, legal provisions on the rights and freedoms of a person and citizen, enshrined in modern constitutions and legal acts, reflect the recognition of themselves: sufficiency and priority. So, in the Constitution of the Republic of Kazakhstan at one of the Central places are the basic rights and freedoms of man and citizen. In the Constitution of RK the rights of citizens to participate in managing state affairs, in the discussion and adoption of laws and decisions of national and local importance are established. The most important indicator of the level of legal culture of the population and the stability of society is the constitutionality of the activities of state bodies and officials. They should serve as a standard of strict observance of the Constitution, take effective measures for its observance, and protection, set the citizens an example of respect, trust and pride for the basic law of the country. [1, 9–14 p.]

In order to implement legal culture, a serious and multi – dimensional long – term work, the consistent implementation of the relevant legal policy, which will include activities for the systematization, consolidation and codification of legislation, creation of a system for search of the legal information are needed. [2, 7–9 p.]

For today the Republic of Kazakhstan actually has the basic features of a sovereign state. All citizens of the country have the rights, which are determined by sovereignty. In the current conditions it is necessary to educate every citizen of a high sense of justice, which depends on the level of legal culture. In the scientific literature sense of justice is defined as a form of social consciousness, which embodies in itself the estimated views, feelings, i.e. the personal perception of the world. The sense of justice is a relatively independent form of public consciousness, however, the particular and the essence of this phenomenon are revealed in full measure only in interaction with the political and moral consciousness. Some experts and scientists are inclined to believe that one of such ideas is the idea of the rule of law. It is a factor, convincing people of the need for state and law in the country, and the aspiration to develop and protect them. A significant part of views, principles, ideas, and components of the sense of justice is of a normative nature hence it follows, that the ideas of law, justice, respect for the law, humanity and other major categories of legal consciousness in a certain extent govern the behavior of people and their implementation is reinforced by, ultimately, particular state funds. The effectiveness of the regulating role of the sense of justice depends of the development level of legal consciousness and the level of legal culture. [3, 118–126 p.]

Legal awareness and legal culture are formed, first of all, under the influence of legal education, which is encouraging a statement of high moral qualities of a man, his desire to develop their personality, to form a clear purpose and objective.

The study of the legal culture can be successful not only provided a clear definition of the types and methods of analysis, but also tracing links, the interaction of the elements of legal culture with other components of the legal system of the society. At the present time, under the legal system of the company we understand a single complex organically interrelated and interesting legal phenomena (the rights of the sense of justice), through which is carried out purposeful influence on the behavior of individuals, social groups. The legal system is conditioned on the one hand economic, political, national and other factors of social life, and on the other, the legal system itself actively influences on the economy, politics and all spheres of public life. [5, 43]

Being systematical, education in the legal system of society, a legal culture at the different stages of its history modifies also, that allows to define (to measure) its value. In the most general, wide sense of the relatively existent state of legal life is in accordance with the folded legal system of society. In a narrow sense, the level of legal culture of society can be measured as the attained level of positive and negative displays of legal life. In researches of many scientists it is possible to see the attempts of strict selection of legal culture from the system of common to all mankind culture that is presented in results of people activity. The level of general culture determines marketabilities of right, and her own development is depending on operating legal norms. From one side there is development of right, from here and legal culture stipulated by an economic order, social structure,

political system of society and his ideology, and from other – by a level, character, traditions and tendencies of his culture.

Constituent of legal culture – a right is called to provide functioning of society as single unit on a background a fight and compromises of different forces, that, in final analysis, is interested in making of the certain program for realization of common causes.

Thus, the degree of development of legal culture in society with different interests in all spheres demonstrates not only efficiency of defiance of interests of the state and his citizens but also shows ability of people to be steady in relation to destabilizing influences.

A legal culture is unthinkable without a capture a right. She allows to distinguish such typology lines of quality of man and citizen as knowledge and understanding of substance and principles of right, his valuable of relationships,

Degree of receiving, justice of right and equity, successively habits of legal prescriptions, abilities deprive the realization of right.

A philosophical comprehension of phenomenon legal culture to appear actual as for theory of right, so for forming of sense of justice of legal culture of citizens. In fact, exactly right logically and it is historically intended to realize freedom each, giving it definiteness and true value.

In the conditions of modern transformation of society development of legal culture with a necessity supposes realization of beginning of democracy, freedom, justice and equality of assuredness of rights personality, definiteness of rights and duties, order and responsibility. Further development of philosophical – of legal science must lean against the results of researches of many researchers, as in the process of research of come to light feature of legal culture and its role in development of society.

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WAYS OF INCREASING ECONOMIC EFFICIENCY OF EDUCATION

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In the new political and economic and sociocultural realities, determined by the outlines with one or another success of being formed post-industrial society, essentially changes not only nature of work, requirements, presented to the subject of work, but also all system of the labor relations. In this context one of the most important institutes of modern economy is the labor market. And such tendency is especially sharply shown both during social and economic transformation, and in the conditions of the global economic crisis, being accompanied by falling of production and, as a result – increase in unemployment, falling of a standard of living of the population, strengthening of social tension.

These fundamentally new conditions make other demands to training specialists at all levels of professional education. This tendency is clearly marked in the Concept of development of the Kazakhstan education till 2015, in which one of the key ideas is an idea about necessity of formation of new quality of the Kazakhstan education and especially technical and professional education, which "needs to provide advancing development" that, certainly, plays a large role in the solution of a strategic task – entry of Kazakhstan into number of fifty most competitive states [1].

Told hereinabove- the evidence of necessity of transformation of all education system (especially technical and professional) taking into account not only the concrete historical realities, caused by formation of market system, but also taking into account the hereinabove universal tendency of transition to the information society with all its inconsistent consequences. Meanwhile describe the priorities and formation of mechanisms, in a certain degree facilitate to supply of all educational system with possibility not only to progressive and to develop and to function, but also to reach economic efficiency, are problems of primary importance [2].

It is caused by, that now with special distinctness developed the problem of inequality of offers' structure on the labor market to the demand's structure. And this contradiction has not only the qualitative character connected with new requirements, shown to workers in the market conditions, but also functional trade, connected with divergence of life cycles of the goods circulating on the labor market and on the market of educational services.

In the light of it, achievement of technical and professional balance systems of education with personnel requirement of all sectors of economy is one of the main conditions of potential economic growth of the country, therefore increase of its economic efficiency presents an actual task.

Thus, studying, generalization and specification of theoretical approaches to the process of development of technical and professional educational systems, and

also disposal of disproportions in its equivalence to requirements of a modern labor market, as bases of economic efficiency of all educational system, are rather being actual and take a priority place in the structure of social and economic researches [3].

All this defines currency and a choice of a subject of research.

Theoretical and scientific methodical works according to these problems have rather general development in economical and special branch of literature. In formation of the theory of the human capital and the educational role in economic development made a powerful holdings T. Schultz, G. Becker, E. Denison, P. Druker, J. Stiglitz. Fundamental aspects of the development (progress) of the theory human's capital developed further in works of Russian and Kazakhstan's scholars: Goffe N., Damitov B., Dyatlov S.A., Mamyrov N.K., Mel'yantzev V., Teleshov I.G., Rimashevskaya N., Shokomanov Y.K., Mukhamedzhanova A., Shetin I. and etc.

To the questions of the prediction of economic requirements in specialists, including in regional aspect, devoted researches of Sabden O.S., Alashev S.Y., Vasil'chenko N., Gurtov V., Pituhin E.A., Shafranov-Kutzev G. and etc.

The questions of function and development of the education market are reflected in the works of Abdymanapov S.A., Alshanov R.A., Alimbaeva A., Akchurin A.G., Sadykov T.A., Saginov T.A., Saginov K.A., Semenyak O.V., Srailova G.N., Tazabekov K.A., Tuseeva M.F., Frezorger L.A., Kashuk L.I., Abel'dinov E.S.

Directly the development of technical and vocational education in the market terms are considered in the works of Abdykarimov B.A., Sagindikov E.N., Lukin G.I., Aryn E.M., Dadashev A.Z [4].

The spectrum of considerable aspects of vital activity of the education system by researchers named before is characterized by breadth range of issues – from the problems of formation and development of the education system to the observance of the special social-economic mission.

Despite of the received theoretical and empirical results in the sphere of reforming educational sphere required better understanding the problem of increasing the economic efficiency of technical and vocational education, manifested in the imbalance of professionally qualified structure of the production in the institutions of technical and vocational education with the requirements of the labour market [5].

Consequently, in the aftermath of economic restructuring in a situation of imbalance between demand and supply in the labour market the essential factors to solve these problems is a reorientation of the technical and vocational education on the requirements of the market through the development of flexible management systems of the sphere and transformation working strength from target charges its professionally-qualified structure.

Thus, the issues raised in our work are relevant and deserved further theoretical and practical researching.

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PROBLEMS OF POLITICAL SCIENCE IN KAZAKHSTAN: TRENDS

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In conditions occurring in Kazakhstan socio-economic and political transformations, special urgency of the need for further development of political science. Over twenty years of independence, our country has implemented a set of political reforms and systemic nature: building a strong Presidency, a steady chain of command (the executive and representative), develops Party building, administrative reform is to further the modernization of the public authorities, has reached a level of development interaction with civil society and other

In the international arena, the Republic of Kazakhstan is positioned as a country with a vibrant economy, ethnic and religious stability and tolerance. All these processes require their comprehension, evaluation and development of scenario-based forecast of political development and appropriate recommendations.

Therefore, only the last two years in Kazakhstan held such a significant event on the development of political science as the II Congress of Political Scientists of Kazakhstan and the First Eurasian Congress politicians. As stated in the Resolution of the First Eurasian Congress of Political Scientists, held March 14-15, 2011 in Almaty, in a "rise of globalization, political science community of the Eurasian continent is keenly aware of the need for expansion of its consolidation and strengthening of professional solidarity and professional identity to enhance the social role and the importance of political science ". [1]

What is the current state of political science in Kazakhstan? In order to identify the real problems and issues of the current state and perspectives of further domestic political science Ministry of Culture of the Republic of Kazakhstan, the center of current research "Alternative" by the Foundation of the spiritual development of the people of Kazakhstan and the Kazakhstan Institute for Social and Economic Information and Forecasting in 2009 expert survey was conducted among Participants II-th Congress of Political Scientists of Kazakhstan. All were

interviewed 50 experts representing research institutes and centers, government agencies, educational institutions, non-governmental organizations and the media.

According to the majority of respondents (36%) of the current state of political science in the country is low. At the same time, two of the respondents (28%) were of the opposite opinion from scientific capacity-building before the crisis, the stagnation of political science. Describing the level of political science in Kazakhstan compared to other countries in the world, 66% of respondents believe that it is average by the standards of the Commonwealth of Independent States (CIS). It should be noted that none of the experts surveyed said no such options answer to a question like "is on the level of the developed countries" and "a leader among the CIS countries." This suggests that, at its current level of political science lags behind the Kazakhstan foreign countries and almost nothing stands out among the other post-Soviet states.

Among the most important problems of political science to assess respondents stand out: the lack of sustainable research schools in political science (66%), lack of budget financing of political science (50%), poor quality of domestic political education (48%), lack of demand for specialists in the field of political science in the labor market and the shortage of qualified research and teaching staff (44%). The answers of the respondents indicated that the development of political science seriously hampered. [2]

Among the many social functions of political education are:

- democratization of mass political consciousness. Consciousness has the potential of the activity, changing, it can actually affect change in the course of events;

- a new generation of political elite, highly professional, shared democratic values, and owns "social engineering" – technology policies that can minimize the social cost of the reforms;

- training of researchers and professors of political science reproduction.

Almost similar responses were obtained in a survey of the faculty and students of the North Kazakhstan State University named. M.Kozybaeva and Karaganda State University named. EABuketov, most of which (68%) believe that university education is divorced from the real political processes in the country and the world. In their view, a BA in Political Science poorly developed skills in analysis and forecasting, they are not in demand in research institutions and government agencies. At the same time, paradoxically, the majority of public servants (MPs and the leadership of government agencies) have degrees of political candidates and doctors of sciences.

An important indicator of the development of political science is a reflection of its data in the content of political science education. The formation and the formation of political science requires focusing not only on the training of teachers, but state educational standards, model curricula, specialty and by level (bachelor-master-doctorate), textbooks, the material and technical base, scientific and methodological literature.

Talk about the reasons for the absence in this country full of political life, such as the issue of lost Kazakh political science. At first glance, everything seems to be clear – political science is only a superstructure derivative of the base and the basis you know what. But if you look, that in fact the aim of science is not only to passively reflect the status quo, but also possible to specify possible ways to reasonable changes in a positive direction. To create new ideas and theoretical constructs that can form the basis of party programs and government projects. However, this should at least adequately analyze the reality, but the problem with it. "To reflect the status quo" just does not particularly work – distorting mirror. Why is this happening? I will try to make some assumptions about why our political science is not quite accurately describes the reality.

One of the main reasons, in our opinion, is as if it may sound corny lack of democracy and freedom of speech. It is very difficult to analyze the political life of the country and openly speak out on important issues, if there is a risk that such publication would be afraid to publish all of any significant media, or you sue a large amount, upekut jail, broken bones, or even killed.

In fact, it is the "iron claw" nod our politicians and political commentators, when they are reproached for the love of Aesopian language euphemisms, allusions and subtle hints of thick circumstances – and expressed these excuses, again, in the form of avgurovskih smileys and handheld FIG..

Another reason for lack of development of political analysts is that the domestic political science, from the very beginning of independence and to this day, in his work has an extremely mainstream theoretical tools, uncritically transferring to the local soil fashionable Western concepts. Moreover, the concepts developed in foreign institutes especially for third world countries and the former Soviet Union in particular. Their distinguishing feature is that they are called or how to explain the reality (and even more so, to look for ways to positive change), but secure in the mass consciousness and academic thought of the inevitability and necessity of change (mostly negative) occurring in our country.

The main product of this theoretical export, has, of course, that concept of transit (transitional) period. Its essence is to ensure that the current difficulties in the form of low life, degradation, industry, science, education and culture, as well as obscene political regime – is only temporary and transient difficulties, after which we are waiting for the developed economies and the highest power and the fair; well-fed, civilized and democratic life. Just like in the West.

The most important thing – Strictly follow the venerable advisers from the IMF and the World Bank and carefully carry out all the necessary economic reforms.

The fact that most of the world, these same reforms were carried out for many years, but still remain in the role of perpetual debtors – our politicians persistently ignored, or at least did not comment in the works.

That is why, outside of their attention was the "theory of underdevelopment" and "theory of dependent development", developed by a number of serious researchers: Samir Amin, Immanuel Wallerstein, Harry Magdoffom, Raul Prebisch,

Paul Sweezy, Gunder Frank, Walden Bello, Stavenhagen, dos Santos and many others According to this theory (which, of course, has its flaws), states such as Kazakhstan are interested solely in the West as a provider of low-cost resources, and they have a vested interest in the fact that we did not develop the use of raw materials industry and domestic markets. As evidence of this thesis is a large and serious argument, from which just does not otmahneshsya – at one time, the Western academic institutions have spent considerable time and effort on propaganda against these theories.

But our politicians, thought it best not to notice anything like that. The only Kazakh analysts who actively uses in his work operating time of some of the above authors – is an economic columnist for the "freedom of speech", known to readers under the pseudonym Kurman Akhmetov.

Factor, transforming domestic politics in meaningless talking shop is entirely on the conscience of our experts. The fact that the Kazakh commentators themselves, volunteered for the creation and support of a number of information and media simulacra phantoms, nor have anything to do with real life. This is similar to a corporate conspiracy against a prisoner of its readers and to the benefit of his shop. After working with real life is much more complicated than the propaganda mythology, which he himself and comes up with a campaign of the case. Well, security followed.

This is reflected in the fact that our Wisdom earnestly discussing events that simply do not exist in nature.

For example, with all befitting the thoroughness and scientific-sounding rhetoric, they gradually to discuss this vital topic as nursing officer with the X position A to position B, and its translation into the official position of Y, who previously held the position of C, which until then, scandalous shifted official Z. So does this mean? – Thoughtfully are asking our experts and scribbling kilometer analytical articles on the subject, and at this point even the probably forget that all this is nothing more than a cheap production staged playwrights malokreativnymi presidential administration.

Or again, in all seriousness discuss Kazakh party system and talk about our psevdopartiyah (both pro-government and opposition direction) as the real party enjoying the real support of the population, have a real membership base, activists and perceived ideological platform.

And finally, I should note that it is almost obligatory engagement of political scientists in relation to a particular camp (clan, group, faction). And this is, by definition, excludes objectivity. In this case we are not talking about partisanship, ideological and political – any politician has ideological beliefs of a particular character, and be free of them completely, maybe it is not possible. But we are talking about working in the interests of specific fractions of the ruling class and to lobby their interests. The same political analysts who were not involved in this apical showdowns, you can literally count on one hand ...

I sincerely hope that my modest article is not to be the last material on this really important and interesting topic and others to continue it. Most importantly – do not gloss over the problem.

The challenges facing the teaching staff of universities, is not easy. Students need, and all the young people, to learn to navigate in the changing political situation, to introduce them to the range of problems in political science. The youth must learn through education and literature objective laws of social development, to make informed choices, to form political culture and skills quickly adapt to difficult conditions in transition, free of ideological dogmatized. [3]

Thus, the main trends in political science require the need to build a new paradigm of professional and scientific training, not only political scientists and experts from all sectors of the economy and social sphere.

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PERSONAL VALUES AND THEIR ROLE IN THE EDUCATIONAL PROCESS

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Values' problem and value orientation are the subject of humanity and society, particularly, philosophy, sociology, psychology, and pedagogy. "The concept of value, rather than any other, should take central stage, which can combine the interests of different sciences related to human behavior". These words, claiming the central position of the "value" concept were written by a psychologist, but a similar opinion was held by sociologists and anthropologists. They considered the value as the criteria which people use to select and justify their actions, as well as of other people, yourself, and events.

One of the first psychological concepts of personal values as a form of motivation was suggested by A. Maslow. So in the book "Motivation and Personality" Maslow identifies five levels of personal needs and motive where he placed the values on the fifth, the highest levels of motivation and linked them with self-actualization. The percentage of self-actualization individuals is relatively small (1% of the population) [1].

Special view on the role of values in the structure of motivation is offered by professor N.S. Shadrin. He writes about different levels of motivation associated with various measures.

The author distinguishes the so-called basic values of the individual, among which he includes the moral, aesthetic, professional, religious values. The question of the various components of aesthetic values (the beautiful, the sublime, the tragic, the comic) is solved in the works on aesthetics. [2]

According to the dictionary A. Reber, “social values, as they are often called, form the core principles around which can be integrated into individual and social goals” [3, p. 459].

Socio-cultural values may vary in the civilization and ethnic aspects. Ethnic Kazakhs have values based on a large enough spiritual traditions: Tengriism, Shamanism, Sufism, and the spiritual heritage of the Golden Orda (Shirin Aniker) [4]. Thus, even ethnic spiritual culture brings us to the broader cultural areas.

Hence there is a problem of global cultural complex, as a civilization. For example, there is a system of Eurasian civilization values (N.S. Shadrin), Muslim, Old Chinese, Western, etc.

Compared to Western civilization, which has certain advantages in the material (economic, technological), and to some extent on the legal level, the conventionally-cultural behavior of the population and the executive branch, the Eurasian civilization has “a special advantage in the spiritual and the value level of behavior individual regulation” [5, p. 24].

This aspect should also be taken into account in the organization of the process of education in the Republic of Kazakhstan and in the definition of its content. According to G.K. Akhmetova, we can assume the “Eurasian idea – the idea of culture and culture-centered development”. Accordingly, the Eurasian idea should be the organizing factor in the educational process of educational institutions of the republic. She writes that “the aim of continuous improvement of the “quality of the population” – improving the people and the educational ideal, which in its two dimensions of “continuing education” (i.e., the continuous improvement of the man through education) and the “quality of education “ realizes the Enlightenment ideal” .

It should also focus on the features of the Zhyrau Institute in Kazakh society dates in XV century. This problem has been well analyzed by H. Kalambaeva. In the early post-Mongol era Zhyrau (Zhyr singers) served as troops’ inspirations. They “gave the blessing, lifting the spirit warriors before battle, performed heroic odes, songs, funeral laments, notices of the deceased, and took part in the political, military, and diplomatic negotiations and grandfathers were governmental advisors” [7, p. 51].

Zhyrau Institute underwent some changes: “Their works are divided into didactic teaching and heroic-patriotic” [8, p. 52].

The question of the role of values **in education** is reduced primarily to the problem of the values role in the content of education and the formation of a professional.

As you know, education is a “process of purposeful, planned, and systematic effects on mental and physical growth and development in order to prepare somebody for life in a society”.

However, it is generally accepted that the educational process as a whole has two sides: training and education (in the narrow sense of the word, that is a purposeful development of personality). It should be borne philosophical difference between beings (actually existing, finite objects) that a person must learn to master the learning process in order to successfully operate almost with him, and the infinite being.

Therefore, we can rightly say: “Science is aimed at things (there is existing, something – M.D.), and morality – in existence. Scientific knowledge (learning content components – M.D.) retires, modernization is a minimum of moral standards (and spiritual values in general known to mankind since ancient times, is hardly possible. “This individual being most harmoniously integrated into the social existence only through the values, which is the most important moment in the process of socialization and education. Simply say: to educate, that is harmoniously integrated into the social existence by the values, it is useless to acquire knowledge in the learning process on the end of something (for example, knowledge of the structure atom or the anatomy and physiology of the human body.) In this sense, Frankl argued that values (and the meaning of life), a university teacher can not teach, he should bring them (especially by example!). That is, in the course of training must be a kind of “lifting” the motivation of the individual from the elementary level to the level of basic need values! There is no other way!

In general, the content of education is given by the individual motive (beliefs, ideals, norms, and values) that are considered important for the society and the individual himself.

This issue was raised by many teachers, for example, M.V. Savin dealt with the content of education that it teaches the norms, habits, and traditions. Other authors include in the content of education interests, beliefs, habits, etc. and other forms of motivation.

Indeed, from the point classical psychology, even the training (formation) of the character in terms of content is defined motives of the individual. Particularly, the well-known psychologist Rubinstein wrote: “The motivation and motive are the property in the nature of its genesis.”

A special position for this issue N.E. Schurkova has. She examines the “value in the content of the educational process.”

According to N.E. Schurkova, the content of education should be related to the content of human life. If we assume that a person eats to live “... the outside of the means of survival (“eats”) discloses another meaning of life, and objective activity to ensure the livelihood gets the status conditions, but not objective. “Particular, it believes that the content of education can include the idea of the value of human life, and life in general (all life has value, and therefore should be kept alive and protect). Also included in the content of education and other values

(moral, aesthetic, etc., as well as “value-attitude to work”, “value relationship to society itself, etc.”)

N.E. Schurkova gives the following definition of value relations: “Values relationship is a relationship of man to the highest (high abstraction level) values, such as “person”, “life”, “society”, “labor”, “knowledge” ... but it is of generally accepted, develop a culture of relationships, such as the “conscience”, “freedom”, “justice”, “equality ... when the attitude serves as a value. We will call the value attitude and relationship to values and attitudes that are of value to life”.

The adoption of the man himself as the most important value assumes, first, the discovery of its presence in the world. For example, children may be held following the meeting:

- Look, someone early in the morning swept the track for us! ..
- Do you feel the smell of biscuits? .. It is for you ...
- Artist drawn to tell us something ...
- Who flew on the plane? .. You have to be very smart to create a car ...

Next, you need to teach children to respect their autonomy, health, and interests:

- Quiet, pass on tiptoe! .. Not to trouble anyone!
- Take your time – we’ll wait for you! ..
- None is asked for anything – just express your desire! ..
- Everyone does not think about where to sit but where to sit for the others...

Finally it is necessary to teach children to help a person to do his best:

- Boys! Requires moving furniture ...
- Girls! Babies need affection! ..
- Children! I know someone who needs help ...
- Our school house needs care ...

In our opinion, human values are the highest level of education, it can also include the conventional norms, interests, and beliefs, etc. At the same time, the content of professional training should include professional values (eg, physician and professional values enshrined in the Hippocratic oath, and professional values of the teacher, teacher, etc.).

Anthropological approach was one of the areas in psychology and pedagogy, in which the problem of personal values received fairly wide development. Among the supporters of this trend is usually referred Chernyshevsky, Ushinski, O. Bolnova, B.G. Anan, N. Loginov, V.I. Slobodchikova, A.M. Kim and others.

Foreign representatives of the anthropological trends in pedagogy and philosophy, Heidegger’s student Otto patients developed the concept of education, which plays a crucial role and the formation of moral values. According to Bolnova, the focus of pedagogy is the question of human nature and its “openness to the world”. In turn, implies openness to the world (a certain level of development) values (human).

Interestingly, the student Abay Shakarim expressed thoughts about the role of values (conscience) in the education of the individual, echoes the ideas of Heidegger. If Heidegger writes that "the conscience – is being on the right track" in

the opinion of Shakarim, conscience, morality ensure the correctness of the life path of personality: "...the conscience and soul of it is equally necessary support to both lives can not clean not one science, no art, no way and no law". By Shakarim "if a person fully believes in the afterlife and soul into what conscience is its first requirement, then nothing will be able to make it a black heart, and callous". Huge role conscience which is derived from the moral and other values should be, in the opinion of the outstanding Kazakh thinker in education. Very convincing the time for our next Shakarim words: "In the process of bringing people to enter science conscience. This should take care of the head researchers. They should develop this theory as a discipline is mandatory for all. From childhood to foster in people a sense of high integrity, self-esteem, to help get rid of the animal instincts in yourself, eliminate destructive lust".

According to Ananjev, who proposed an anthropological conception of man as an object of knowledge and education, the problem of values within a specific complex science (anthropology) arises in the context of such sciences as psychology, education, sociology, and axiology (in our opinion here can also be attributed, and cultural studies).

It should be noted that certain recognition of teachers enjoyed the idea of Leontyev that the essence of education is associated with the formation of the personal meaning. Education of the individual involves the acquisition of the personal meaning of their educational and professional activity of the person. According to Leontyev, "meaning can not be not taught – the meaning is brought up. The unity of education and training is specifically, the formation of psychic unity of meaning and value" activities [6, c. 286].

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THE PROBLEM OF THE CONVICTS' CORRECTION AS A GOAL PENITENTIARY PEDAGOGY

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The big idea of statement of prisoners' correction has next purpose: historically, it means reduction of penalty measure and the refusal by the government from its cruel types. It is known that one of the main tasks of the «Strategic plan of the Ministry of Justice of the Republic of Kazakhstan for 2011-2015» regarding improvement of criminal executive system is transition to according to the chamber maintenance of prisoners, and also creation of effective system of educational influence on convicts [1].

In our opinion similar measures are timely. One of the problems of punishment still is the correction of the prisoners' behavior.

The problem consists in that as well as how we will be able to reach a stated purpose.

In this matter it is very important to choose effective cures of the convicts and obviously, first of all: what means we apply, such and we will receive results.

It is necessary to notice that in «the article 7 of the part 2 Criminal-executive code of the Republic Kazakhstan» are listed only fixed assets of correction of the convicts. The article is called – «The Main cures convicts»[2].

In this article the legislator claims: «The fixed assets of convicts' correction are regime, educational work, socially useful work, receiving secondary education, professional preparation and public influence».

Let's notice that at the same time the legislator states about only the main, doesn't refer other cures of prisoners. But if the legislator speaks about the fixed cures that following some logic idea. It is possible to assume that there are also not the basic means, however in the above-mentioned article, the legislator doesn't point to them.

If we look through the legislation of other countries, we will see the same gaps. In particular, «the article 9 of the Criminal executive code of the Russian Federation» fixed assets of correction of prisoners is called too: regime, educational work, socially useful work, receiving the general educations, vocational training and public influence.

Let's notice that the public influence as a cure of prisoners was included for the first time in the legislation of the Republic of Kazakhstan and Russia. But the mechanism of realization is still unclear and there are problems of the execution of these measures. In our scientific research we made an attempt to give concept to list the subjects of the public influences and noted also their features.

It is necessary to pay attention that to deal with issues of the prisoners' correction began since the 18th century. For last centuries it was collected some materials which wait for the whole generalization by researchers. Let's note only the following fact: there was founded on October 11, 1819 in Russia «The Prisons

Society» which was approved also by its Charter. The society rules ordered the following points:

1. In «St. Petersburg Prisons Society» claims that the moral education of the containing criminals and improvement of a prisoners' condition.

2. Duty of this «The Society» is care about who would be maintenance in prisons and jails on comfort condition of 5 cures:

- the next and constant surveillance for prisoners;
- their placement by the nature of crimes or charges;
- their manual by the Christian piety rules and its kind moral;
- their occupation by decent exercises;
- the conclusion in a punishment cell who is very guilty or behaving violently from the others[3].

We consider that it is necessary to use of such experience in the course of prisoners' correction in particular in the closed correctional facilities.

As for other Commonwealth of Independent States countries, it is possible that isn't observe any distinctions in their legislation on researched aspects. It is explained because that Commonwealth of independent States countries have their general history: the solution of similar tasks didn't practice in Stalin camps and prisons. For example, in «the article 8 of the Criminal executive code of the Kyrgyz Republic» is given some definition of correction and it is fixed assets. The prisoners' cures are listed also in this article which is known for us by the legislation of Kazakhstan and Kyrgyzstan.

Thus we consider that in the course of educational work in correctional facilities can be applied by other means that is not the basic, not specified in standards of criminal executive codes of above-mentioned Commonwealth of Independent States countries.

It should be noted that the question of criteria of division of convicts' cures it is not the basic that didn't research by the main legal and special literature yet. In our opinion, at the solution of the matter it is necessary to take into account the following circumstances and factors.

Firstly, it is necessary to consider the features of psychological and pedagogical influence of this or that cures on consciousness and behavior of prisoners.

Secondly, it is necessary to understand the sufficient legal basis giving practical opportunity to apply and realize with those cures in the conditions of correctional facilities.

Thirdly, it is necessary to improve the level of the structure work to provide practical application of cures into the educational work with the convicts.

Fourthly, it is necessary to pay attention to create a comfortable household condition for the prisoners.

We consider that being armed even with the most advanced cures of prisoners; we won't be able properly to solve a problem of correction of prisoners without the solution of the above-mentioned problems.

It is necessary to notice that the important role is played also by the questions concerning forms and methods of the prisoners' correction. It is regulated by «the

article 106 Criminal-executive code of the Republic Kazakhstan» where are specified the basic directions, forms and methods of educational work with prisoners.

It is very interesting that the legislator lists the forms of the prisoners' correction: moral, legal, physical, and also other purposes to promote achievement of the prisoners' correction.

As for the legislation of the Russian Federation in «the article 110 Criminal executive code of the Russian Federation» the main forms and methods with prisoners to imprisonment are called also the educational work.

The analysis shows that big divergences regarding to the matter of consideration in criminal executive legislation of states noted are not available. Moreover, it should be noted that develops in the uniform course. It is quite clear if we recognize legislation as a standardization process of "The Customs union" by our countries.

Let's speak about the cures of prisoners. We noticed here that the educational work is one of the main measures of the prisoners' correction. Some events are held to increase of the organization educational work efficiency. In particular, the order of the Ministry of Justice of the Republic of Kazakhstan from October 21, 2004 No. 305 approved «The Instruction about the organization of educational work with prisoners in correctional facilities» of the Ministry of Justice of the Republic of Kazakhstan.

In the Instruction it is defined that the main directions in which educational work is carried out are moral, social, legal, esthetic, physical, psychological training and also other its forms to promote achievement of the purpose for prisoners' correction. During the Soviet period there were such directions in the prisoners' education as "ideological and atheistic ones".

«The article 12 of the Criminal executive code of the Republic Kazakhstan» and «The article 14 of the Criminal executive code of the Russian Federation» regulate to provide a freedom of worship for the prisoners.

The practice and supervision show that take place also in activity of the imprisonment places by the religious education (education).

It is necessary to notice that provide the correction as purpose of the identity cures by the all complex the criminal executive legislative service. N. Machiavelli claimed: «For achievement of the goal all means are good»[4].

In our opinion in the improvement process of legal organizational questions and other cures, surely (in the appropriate legal form) are included in the system of the fixed assets to correct the prisoners. In our opinion it will be reflect on the major directions in development of the system of prisoners' cures. It is possible to assume that the system of prisoners' cures won't extend at the expense by inclusion in the long term any new retaliatory measures. We consider that expansion of this system has to go by increase in group the cures which unite by measures of the corrective educational character.

The pedagogical process in correctional facility isn't something stiffened, numbed and it changes constantly and develops respectively. "The system of cures

never can be the dead and stiffened norm. It always changes and develops" [5, 107].

Such is the short characteristic of some aspects the division of prisoners' cures on the main and not the basic ones. It is represented that the system approach to the analysis of this problem is very perspective, actual and it demands further research.

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IMPLEMENTATION OF THE BOLOGNA PROCESS PRINCIPLES IN THE HIGHER EDUCATION SYSTEM IN KAZAKHSTAN

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For the last two decades there have been intense reforms in the system of Higher Education (HE) of the Republic of Kazakhstan. The reforms and innovations have been connected with the Bologna process, a major reform initiative. The Bologna process aims to help diverse higher education systems converge towards more transparent systems to create a harmonized European Higher Education area. The main goals of the Bologna process include creating the European Higher Education area as a key way to promote citizens' mobility and employability; increasing the quality of education; ensuring competitiveness of the European universities with other systems of education in their attempts to attract students and resources for training; achieving greater compatibility of national higher education systems; developing and strengthening intellectual, cultural, social, scientific and technical potential of European countries; raising the status of the European system of higher education in the world.

With joining the Bologna process in 2004 and signing the Bologna declaration in 2010, crucial and significant steps concerning reforms in the Kazakhstani higher education system were made. In 2004 State Program for the development of education for the period of 2005-2010 was issued. This document declared such strategic innovations as a transition to a three-level system of training specialists: a basic four-year bachelor's level, a two-year master's level, and a doctoral program PhD; the creation of the credit system; the implementation of 12-year high school education; and the achievement of uniform standards for higher education. The major goal of all the reforms in the Kazakhstani higher education system has

become achieving a quality education that would meet international standards in the sphere of education and ultimately would contribute to the successful integration of Kazakhstan into the world community.

Joining the Bologna process in 2010 shaped the main directions of further development of the Kazakhstani national higher education system. The Government of Kazakhstan, in partnership with the Ministry of Education and Science of the Republic of Kazakhstan, has developed a number of strategic documents within the frames of the Bologna process the State Program for Education Development in Kazakhstan for 2011–2020 is among the most important ones. The document declares the main aspects of further development of education in Kazakhstan and authorizes the realization of European standards in academic processes [1]. The major reforms in Kazakhstani universities are implemented in such spheres of education management as the two-level structure of higher professional education, the graduate system of training PhD holders, quality assurance, curriculum, system of academic credits, credit transfer and accumulation, academic mobility of faculty and students, internationalization, and research and innovation.

Transition to a three-cycle system (Bachelor-Master-Doctorate) was among the most significant innovations in the national higher education system carried out in 2004. Since then, all study programs have been organized accordingly. The cycles are defined in terms of qualifications and ECTS (European Credit Transfer and Accumulation System) credits. Though the system is already implemented in all Kazakhstani higher education institutions, there is still much misunderstanding between the former degrees inherited from the Soviet system and the new ones. The degrees which existed in Kazakhstan before the reforms very often cannot find proper equivalents in the world educational community. Students and faculty who are actively participating in academic mobility and are looking for qualification recognition face many problems. This situation of the discrepancy in national and international degrees very often restricts mobility and employment in an international area, and ultimately, puts the Kazakhstani scholars in an unequal position with other scholars. The transition to a three-cycle model and a credit system of education also required considerable reconstruction of curriculum, the creation of new programs with new approaches in teaching and assessing, and the reorientation of programs towards learning outcomes and student competencies.

Integration into the European Educational Community within the Bologna Declaration highlighted the importance of quality assurance. Presently, Kazakhstan has started the process of establishing the National Network of Independent Accreditation Agencies meeting the Bologna criteria. These Agencies are planned to be included into the European system of quality education in the future [2]. The national model of accreditation was also created and the National Accreditation Agency was established. Alongside with the new model of quality assurance there exist “the old” one, which is called “attestation”. Simultaneous coexistence of different quality assurance processes create much confusion about their aims and procedures and put high pressure on higher education institutions [3]. The Ministry

of Education and Science as a responsible body for preparation, implementation and evaluation of the national educational strategy should undertake certain measures to avoid chaos, misunderstanding, and inconvenience in the sphere of quality assurance.

New rules of organization of education process on credit technology were issued in 2011. They provide for scale of evaluation of credit technology in Kazakhstan and ECTS and mutual excepting of education programs, organization of academic mobility within Kazakhstani model of excepting credits on ECTS basis, using of the European system of credit transfer and accumulation. The external academic mobility of faculty and students is ensured through exchange programs administered by the national presidential program “Bolashak” and several European and American organizations, such as the British Council, DAAD, ACCELS, etc. Within the fellowships faculty have research internships, and students take courses during one academic semester or a year in the leading universities of Europe, the USA, South East Asia, and CIS. As for internal academic mobility, students from the regional universities of Kazakhstan now have opportunities to study for a semester at a top national university. Though the mechanisms of both external and internal academic mobility of faculty and students have been developed, the degree of academic mobility of faculty and students is still very low. Formalities, including visa, residence, work permits procedures, credit transfer are to be regulated.

One of the important strategic tasks of the further development of Kazakhstani higher education is the formation of the innovative research universities. Research, development and innovation need substantial strengthening. As the productivity of research activities of HEIs remains low, the Government developed a road map “Business and Science-2020” in 2010, the main aims of which include ensuring efficient interaction between business and research, enhancing the implementation of scientific achievements in the economy. In the same direction, a project on the ‘Commercialization of Technologies’ has been launched with the World Bank. It aims to transfer advanced expertise from abroad into this area. This would help to accelerate the development of the infrastructure, to create centers of commercialization in the biggest scientific organizations and HEIs, subdivisions of commercialization in public research and higher education institutions involved in research in the field of natural sciences and technologies. Kazakhstani scientists and teachers have access to foreign resources of scientific and technical information. In November 2011, a National Licence was signed with Thomson Reuters (USA) as well as a contract with Springer (Germany). It enables Kazakhstani scientists for the first time to gain free access to online scientific and technical platforms [4].

At present, only 20% of scientific projects are realized by higher education institutions. Though faculty members conduct research through publishing articles, books, teaching aids and securing research grants from external sources, most of Kazakhstani scholars are not recognized at the international level. There are several reasons for that, including lack of publications in the English language in

recognized international journals and also access to the calculation of the citation index. Much should be done in this direction so that to make Kazakhstani universities represented in world rankings. It must be mentioned that most international rankings like Shanghai and Times put a special accent on the research [3].

New approaches are introduced in such important areas as the content of education (courses and curricula) and process (organization of teaching and degree standards). Though the centralized control over these areas is still limiting universities' freedom and ability to respond to the needs of the economy, students and employers, such significant issues of teaching/learning process as the role and the status of a learner in the educational process, responsibility of a learner for his/her studies, the functions of the teacher in the educational process, the nature of teacher-student interaction are being actively reconsidered. Within the new frames of educational process, accent is shifted from a teacher's activity to a student's activity. So, teachers have to introduce significant changes to their lesson plans. The amount of problem-solving, creative, interactive, productive, and communicative tasks should prevail over tasks of reproductive and mechanical character. Activities, which stimulate students' active involvement in the learning process, their critical interpretation of the information, use of operational skills, such as project works, case studies, scenarios, discussions, simulations, etc. encourages students to become active, creative, critical, motivated learners, responsible for their own learning process.

With students becoming more and more autonomous with free access to the world knowledge and also becoming more and more responsible for their own education, many national education systems face the necessity to reconsider many well-established aspects: curricula, syllabi, teaching methods, teacher styles, evaluation methods, etc. The experience shows that the new educational framework often conflicts with the "old" content, which is very centralized, standardized, formalized, and depersonalized. As a result, universities practically do not have academic freedom; there is very little or no competition among faculty; students can not fully realize their declared right to choose professors and courses; there is no clear distinction between faculty and staff as there are many cases when persons with scientific degrees do not teach, but perform staff duties, etc.

The process of modernization of national education system does not always go smoothly. Some innovative ideas and initiatives do not work simply because new forms contradict traditional and established content. Changing the content and attempts to adapt it to new forms is often a painful process. Kazakhstan's accession to the Bologna process is a strategic step that opens up new horizons for the further development of the national education system. The reforms aim at increasing competitiveness of Kazakhstani educational services and recognition of adequate services in world standards. It is obvious that the reformation process will not happen in a minute. Reconstruction and modernization of any education system is not an easy, fast, and smooth process. It needs time, human resources and facilities,

national and international support. But the process has already begun and Kazakhstan, in this respect, faces a problem of paramount importance: to find its own way into the global education area.

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MORAL AND SPIRITUAL EDUCATION OF THE RISING GENERATION

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In the Address of the President of the Republic of Kazakhstan Nursultan Nazarbayev to the people of Kazakhstan on December 14, 2012 "Strategy" Kazakhstan-2050 " it was pointed out that: "What is our country will be in the future depends on how we now bring up our children. Education of children is a huge investment in the future. We must approach this issue this way and strive to give our children the best education and training.

Moral and spiritual education of the younger generation is the most important area of education. The goal of true education is to awaken everything spiritual and moral within young generation, to help them develop a purity of morals, and respect in the relationship, to protect them from the evil to establish a system of moral directions. Moral and spiritual education is a key mechanism for broadcasting and implementation cultural values, ideals and purpose of life, the form and contents of which are determined by the specifics of the "national-cultural world," formed by history, language, philosophy, literature, traditions and psychology. The goals of spiritual and moral education are seen as crucial to the preservation of national culture as a holistic phenomenon and the main prerequisite for the spiritual safety of the public, for only "cultural samostoyaniya" is the earnest desire of the people and the independence of the state of being.

The main role in the spiritual and moral education of the individual belongs to education. School is an intellectual, spiritual and cultural center of comprehensive school pupils to become fully responsible task of preparing citizen capable to self-assess what is happening and to align its operations in accordance with the

interests of the people around him. A major role in the spiritual and moral formation of the individual, of course, plays a teacher who "must be a candle, it must carry the light, the warmth of the inner and spiritual. Then, from the candles ignite hearts of pupils. "

On January 30, 2008 at the alumni meeting of "Bolashak" presidential scholarship, President of the Republic of Kazakhstan Nursultan Nazarbayev proposed to implement a new project "Intelligent Nation – 2020", denoting this document as a new national idea – turning Kazakhstan into a country with competitive human capital. The President said one of the aspects of the project is a spiritual education of youth. He also noted a need to consider the impact of globalization, and he said that we must oppose the strengthening of national and cultural values, morals of young generation. As we see, at the present stage of development of Kazakh society, the main purpose of education is to form a highly intelligent, mature, socially active person, who has important qualities of a patriotism, able to actively engage into a creative process of progressive development of the state.

In this regard it should be noted the last decade society is experiencing a painful period associated with the strengthening of moral and spiritual crisis in some young people, manifested in decrease of its social, moral, mental and physical characteristics.

The history of educational thought suggests that the problems of moral and aesthetic education of young people up to date at all times. They agitated the minds of educators of the past, who had not lost their significance and modern society. With the level of moral and aesthetic education of citizens, researchers attributed the strength of the reforms, the progressive nature of the development of the state. In fact it is an indication of the relevance of the problem of moral and aesthetic education of students.

The concept of "education" is defined as a controlled teachers – professionals and the continuing process of successive ascents child to culture in order to maximize the development of all the potential abilities of the individual child and the happiness of the life of young people organized by the interaction with the world at the level of modern culture.

There is a bright and ramp education of ancient Greece seen though Homer's poems, "The Iliad" and "Odyssey": students were under the supervision of mentors who instilled in them the skills of rhetoric, writing, holding musical instruments, art of war.

Of learning and the need to develop moral Greek philosopher Heraclitus said: "All people are given to know themselves and to be chaste." According to Heraclitus, a person must submit their own good qualities, abilities, by which it controls your actions and behavior.

Of particular interest are the ideas about the education of Democritus. Philosopher attached great importance to young people of three basic skills: "good thoughts, good talk, good to do." And it requires constant exercises: "Good people are more likely to exercise, rather than from nature ... and raise rebuilds man"

There are interesting and instructive phrases that occur in the ancient writings. For example, in the Anthology of educational thought of Kazakhstan says: "The earliest examples of writing distant ancestors of modern Kazakhs called *Orkhon-Yenisei* or ancient Turkic runic letter. Among these the most famous monuments of written inscriptions on stones in honor of Bilge Kagan and his brother commander Kul-Tegin (VI cent.) ... In pedagogical terms of attention deserve the following lines of these inscriptions: "Listen carefully, reflect deeply," "My brother made me a man".

Moral and aesthetic development of the individual Al-Farabi considered, linking the musical art and the science of education. He believed that in the formation of identity is very important to develop the skills, intelligence, integrity, commitment to encourage creativity. "A man strives with all his being to happiness, to the beauty and reaches the stage of happiness only when it has its own excellent and he is able to preserve this beauty".

As a result of Helvetius observation, on factors affecting the formation of the personality, there were well-known words: "Those who we are, we have to education".

In a study of the problem of moral and aesthetic education of young people can be noted the works of Jean-Jacques Rousseau. By participating in the 1749 competition in the Dijon Academy, he wrote a treatise on the subject: "Did the revival of arts and sciences improve manners?" In his writing he denounced the old social order, where there was a lot of social injustice. Jean-Jacques Rousseau believed that man is good by nature, has equal rights, and is designed for happiness. In later works, the philosopher, in considering human nature, attaches special importance to education, which was founded on the principles of humanity, respect for nature, the formation of moral habits and behaviors.

The result of upbringing, by Jean-Jacques Rousseau, should be a freethinking person who loves to work through improving the senses and the ability to do good.

Kazakh people honor the name of the great philosopher and educator bard Abai. In his works, he ruthlessly criticized ignorance, spiritual poverty, and conversely exalted inequalities of people, determined by high morality, creativity and hard work. "One should not get carried away panache, for yielding to the temptation once, it can not easily overcome it, and thus lose its shape. Handsome and strong man makes his mind, scholarship, honor and charm. Nothing more. And the stupid one who wants to rise another way," – writes Abai in *"Words of edification."*

Many valuable ideas in terms of moral and aesthetic education are in works of V.A. Sukhomlinsky. "Educating the moral, intellectual, aesthetic feelings in their close relationship have a practical focus: to teach young people to control their desires, consciously restrict them to be the lord of desires, cultivate noble human needs" – wrote a famous teacher of the Soviet era. Experience Pavlyshskoy high school, where he was director of the VA Sukhomlinsky, – a good example of the organization of the educational process aimed at solving problems of moral and aesthetic education.

The current stage of a societal development characterized by the formation of citizens of twenty-first century, where there is an acute need of moral and aesthetic education.

It is known that human values are formed through the interaction of family, school and society. The current generation has grown up in an era of market economy, where fundamentally changed relationships between people are reflected in the value orientations of young people. The society has spread people's attitude to each other, based on the principle: "you – I, I – you." Accordingly, young people have become more manifest in a pragmatic sense by sticking to individualism bordering with hardness, and even with cruelty. In the relationship with parents there are cases of consumer psychology, aspirations of welfare, career growth at all costs, perhaps is the easy way, which does not require much efforts. Study of the problem of formation of moral and aesthetic education of students (pupils, students) shows that the learning process should be directed to the use of forms, methods and means of education with high content of moral concepts, aesthetic values, visualization achievements of world culture.

Any school subject: math or literature, history or geography, each of them has a meaning, which determines a moral and aesthetic potential of the lesson. Aesthetics harmonizes and promotes the spiritual sphere of a man, a creative approach to work, the formation of moral acts. Teaching a young person to perceive the beauty of nature with a gentle attitude toward it, forming responsibility for the beauty of the environment, and promoting the mastery of communication culture and ethics of behavior are the problems of moral and aesthetic education of students.

It should be noted that there are still in the shadow of research issues in the formation of young people literate perception of music, classical heritage of the past. This is especially true with songwriting domestic and foreign composers. Often young people sang songs, not having sufficient knowledge of the language to understand the content of the text. The problem of the relationship of sensory and rational knowledge is extremely important in moral and aesthetic education of young people.

This issue is closely linked with the next generation. In our view, this issue requires sophisticated research through designed principles in textbooks, teaching where the problem of moral content should work closely with the aesthetic presentation. Textbooks, characterized as objective and scientific, value-oriented and aesthetically designed, aimed at the formation of broad knowledge, combined with an aesthetic attitude to learning and cognitive activity.

In addressing the problem of moral and aesthetic education of students, it is important to mention a self-education. Professional educator determines the direction of the student for self-education in terms of spiritual development, self-improvement, self-actualization of powers and abilities.

The problem of moral and aesthetic education requires an integrated approach to the study, taking into account all factors that have an impact on young students,

create effective conditions for the formation of the qualities of moral behavior and high culture.

Loss of traditional moral values by the youth, a violation of moral norms and rules, manifestation of nonsocial behavior forms actualize a critical task – fostering moral and spiritual culture in the younger generation.

With that said, it should be noted that today there should be the axiom: the way to the country with the competitive human capital, the way to the Universal labor society is through the moral and spiritual revival of the nation, which is closely linked to the health of the nation as a whole.

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THE VALUE OF THE ANCIENT AND THE MODERN KAZAKH ORNAMENTAL ART

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The Kazakh people are rich in traditions. From birth through old age and death, every step of their lives has historically been marked with celebration. Even their funeral ceremonies have their own special symbolism.

Unfortunately, many rich and interesting traditions and customs of the Kazakh people have been forgotten throughout the past century. Real sovereignty is just now being reestablished in Kazakhstan due to the process of democratization. These abandoned traditions are just now being rediscovered by the Kazakh people. These traditions include being respectful to old people; being patriotic to the motherland; being honest; and learning to love mankind.

Art of the nomads – a complex and diverse phenomenon of art in which traditions of the art of a particular ethnic group is constantly enriched by close historical and cultural interaction with neighboring people.

Among the elements of the intangible cultural heritage of nomads (nomads) occupies a special place ornament, as an expression of people's outlook in characters. If we turn to the scientific and historical documents, it is possible to detect the influence of ancient nomadic tribes of the Kazakh ornamental art, which should be considered as a chronicle of the Kazakh ethnic culture. It perfectly

conveys the richness and beauty of his native land, imaginative world of the Kazakhs. Stylistic features ornamental art are closely intertwined with the culture of the people, the perception of beauty and national specificity.

Traditional ornament in the home of the Kazakhs. Its semantic content is large, takes in relation to reality, to the world. There are a variety of Kazakh national patterns and ornaments.

Ornaments come in all variety of garments, mainly for women, and a number of household items such as towels, sheets, scarves etc. Inherent to the Russian people love to decorate their homes and contribute to the conservation of life on the plains and in the forests of the Russian land rich, colorful culture, affects the abundance of fancy details. Colorful home decor with the natural beauty surrounding the person from birth. This is precisely the situation and contributed to the emergence in the art world of the master.

Outstanding Kazakh scientist A. Margulan noted that before the Kazakhs are easily read the information that is embodied in the patterns, and regretted that this knowledge is lost with time. He wrote: «Almost all the ornamental patterns to, – read – at the time a well-defined manner. Now the meaning of the many ornamental motifs lost» [1].

All elements of Kazakh ornament designed for decorating household items and crafts. Wrote at some length about this in the early twentieth century, a connoisseur of the Kazakh people G.N Potanin ethnography. Kazakh ornament, he noted, «penetrates into all the cracks of home furnishing, in the tent, thanks to hard-working housewife, not a single tuft of felt, not a single piece of leather, not one inch of wood surface without ornament. Floor in yurts covered by felt on the white surface is marked pieces of black and red cloth, cut symmetrically. The back wall is set entirely in the trunks of felt covers, their surface is also decorated with ornaments. Even felt, vault tent, bear ornament» [2].

Ornament – one of the oldest forms of art and crafts. Its history goes back several thousand years. Translated from the Latin. Ornament means adornment. However, in its infancy, the ornament has a deeper meaning. Scholars and critics trying to decipher ancient images, to understand the hidden meaning of signs and symbols. So far, it is believed that the key to understanding many of them have long been lost, and, nevertheless, interest in the ancient art continues unabated: Many ornamental motifs are passed from generation to generation, have remained almost unchanged for centuries. «Ornament» in Kazakh people language is named «oyu-ornek» («oyu» – pattern, «ornek» – tracery). The master of making ornaments is called «oyushy». Kazakh people respect oyushy very much.

There are several theories about the origin of the fine arts in general, and in particular ornament. The most popular, especially in the West, can be considered a biological theory. The main point of it is that the very nature of man inherent desire for beauty and harmony. Instinctive sense of symmetry, which is found in the structure of many natural formations, has become the basis for creating objects that have the right balance of proportions.

Products weaving and weaving, is home to the rhythmic alternation of similar items, are the first examples of ornamental art. Further, according to this theory, the development of the ornament is on the way stylization of natural forms and phenomena. Mystical theory of the origin of ornamental art was founded S. Reinach in «Art and magic». In the future, its development involved ethnographer, by studying the culture of the people who are in the early stages of development. According to this theory in folk art reflected their views on the structure of the world, associated with rituals and ancient mythology, for example, lies in the ornament idea defender-talisman. In the art of the nomads became a talisman totem: animal or plant – the patron race. Stylized image gradually turns into his character, much abstracted from the real object. That is, instead of an object of worship appears his character, endowed with the same qualities. In ancient times, people believed that the iconic images help them to communicate with the other world of gods and spirits, performing the role of a mediator between the worlds. Often, the images were ornamental charms against evil forces, it was believed that they bring good luck and fortune.

Often, the emergence of ornament associated with the birth of writing. Indeed, the sign of the ornament, and the sign in the literature may have the same image. In the art of different nations ornament and writing were often very close. However, in contrast to the ornament, sign writing always has a very specific meaning. Understanding written language designed for the mind and the memory of man, while understanding more to do with contemplation than to a specific transcript. Therefore, it should be taken of the whole, in close connection with the subject on which he is depicted.

We can say that iconic image preceded the appearance of writing without losing further independent value. State Symbols and signs of modern companies and their origins back to the ancient images and magic symbols. In defining the concept of ornament, we can say that this is a decorative composition, based on the rhythmic alternation and orderly arrangement of similar items. Just pattern freely fill the plane to ornament does not apply. Every people, depending on the era to create a unique ornamental style. Identity and national character can accurately determine its membership of a group. In the East the art of ornament gained most development, and this is due primarily to the ancient traditions, as well as a ban on Islamic images of living beings. In the fine arts of Kazakhstan Irtysh, art ornament has been dominant since the formation of the Kazakh Khanate until the end of XVIII – XIX centuries.

Significance of traditional crafts as indicators of ethnic culture is undeniable. The associated ornamental art has always been a huge interest from researchers working in different directions. This art form has a unique ability at any time slice to keep their ancient primal and absorb new ideas. All this is confirmed by the analysis of decor, which shows that it fully reflects the history of the people and embodies its long ethnic and cultural links. Ornamental art – a topic not sufficiently addressed in the literature. It should be noted also that the art of ornamentation gradually disappears along with the types of crafts that will

gradually cease to develop (or have ceased to exist), due to changes in historical conditions, globalization and other factors.

Another important need to examine the ornament is linked to socio-psychological functions of ornament, with its conservative orientation. And in this sense the study of decorative art – is still very topical issue Well-known results of the study of Kazakh ornament S.M Dudin, who became the founder of the scientific method of photographing the phenomena of traditional culture, the ethnographer and collector. In 1905 and 1928. see the light of his works such as «carving in Kyrgyz» and «Carpets of Central Asia».

In them the author revealed the origin story of carpet art, the influence of geography on certain types of Kazakh ornament, he pointed to the style and composition of the Kazakh carpet. In the 1920s and 30s, E.A Klodt collected material in north-eastern Kazakhstan, resulting in the first Kazakh ornament colorful album (1939).

Since mid-1950-1960-s the next stage in the study of decorative art associated with the appearance of fundamental works on the ornamentation of the peoples of Siberia and Central Asia S. Ivanov, one of the founders of the theory of ornament. This scientist found the most informative features such patterns as the techniques of performance, composition and features motifs, compositional techniques. In the subsequent time in Soviet science was a whole series of publications related to the study of ornamental art from different ethnic groups (F.H Valeev, Maslova G.S, Bogomolov V.B).

Significant contribution to the study of national ornament made monograph ethnographer G.S Maslova, in which researchers examined ornament as a historical source (1978). The author, drawing on the knowledge of traditional mythology of the Russian population, opens the question of semantics ornament.

In the field of Kazakh arts and crafts back in the 1960s. there are names such as E.A. Masanov, M.S. Mukanov, V.V. Vostrov, A.H. Margulan. Scientists analyze the subject line with the traditional Kazakh ornaments main body of resettlement, special attention is paid to technique used to make a variety of products, bearing on its surface ornamental motifs. Of interest in this regard and work N.A. Orazbaeva (1959, 1970), built on the museum collections, her works contain archaeological tours, they also indicate the local features of the decor.

Extensive information about the customs and wearing time of certain types of Kazakh clothing and jewelry with the release of territorial complexes are given in the joint labor I.V. Zakharova and R.D. Khodzhaeva called «Kazakh national dress XIX – beginning of XX century» (1964 Work V.G. Moshkov (1970), dedicated to the study of carpet art of Central Asia, can clarify a number of issues related to the place in the culture of the Kazakh carpets carpet in the region. The study of the folk art of carpet weaving and publications devoted to E.I Tagiyev (Larina), which use statistical techniques for analysis of the material (1998).

From what researchers consider positions ornamental art. Ontological aspect is that folk art in all ages has been and is basically not an ideological reflection of the external world, but by being. Works of folk art does not imitate something,

does not proclaim something, it is above all by itself. Hence the epistemological aspect is that the traditional folk art is not the reproduction of reality, but daily, hourly, her creation. This can agree with the researcher of folk culture, G.K Wagner (1992), who also notes that the source of energy of traditional folk art is primarily a function of its need, so that the essence of the phenomenon lies in the fact of their own national self-assertion in the works.

And in this sense it is important to emphasize that the folk art as a cultural phenomenon has two fundamental needs: self-preservation and self-development. According to M. Kagan, culture as a self-regulating system meets these requirements «subject to obtaining a permanent system – specifically, its governing body – the necessary and sufficient information about, first, what is going on outside, in the environment in which the system is live and with which it interacts and, secondly, in itself, in its own bowels, and because it has itself remains unchanged in real life system» [3].

This understanding of the existence of arts and crafts, and ornaments, in particular, as part of culture involves the use of the method of comparative analysis, which is associated with the identification of the internal mechanisms of the development and definition of the changes that have occurred due to external influences

The methodology of this study is the notion of the traditional ornamental art. Most appropriate for our study is that of considering patterns as complex «means and technological methods to set forth therein, the time characteristic level of territorial identity culturally specific communities» [4].

Kazakh ornamental art has gone through several stages of development before coming to its modern forms and characteristics. With formation of the sovereign independent state Republic Kazakhstan the traditional art has received a rebirth. Further development of ornaments goes deeper in history and uses all steppes cultural achievements.

National clothes of Kazakhs absorbed all the best that could create art and talent of craftsmen for centuries. Nomadic lifestyle reflected in traditional Kazakh outer clothes allowed free movement during long trips in the saddle, were warm and not heavy in the winter and cool in the summer. In contrast to the traditional clothing of some other nations, the Kazakh costume is simple in composition, is appropriate and has a strong elegance due to the fur trimming, embroidery and inlay. It can not be found abundance of ornament and dazzling diversity of colors. Of course, ornament plays a certain role in creating of the image, but not major. It also should be note that various ornaments have appeared in Kazakh costume, not just for beauty, but in order to be able to determine a person's position in nomadic society, belonging to a certain social group. In Kazakh national dress, national skills and creativity are clearly reflected.

Certainly, the steps taken today to preserve the world of traditional Kazakh ornament and translating it into modern art, to be quite urgent as modern Kazakh ethno-cultural and spiritual world.

The rich artistic heritage of the Kazakh people, which developed over the centuries ornamental art of the Kazakhs, high technical skill and a unique color – all of this should be a worthy reflection in a multicultural mosaic of the modern world.

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**CURRENT ISSUES
OF NATURAL SCIENCES
AND PHYSICAL-MATHEMATICAL
SCIENCES IN EDUCATION**

THE ROLE OF MULTIFACETED ELECTIVE CHEMISTRY COURSES IN PROFILE TRAINING OF 12-YEAR SCHOOL EDUCATION

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Dramatic changes taking place in society could not but influence the education. The concept of education itself and the requirements for knowledge and skills of students are changing. The priority objectives of general secondary education are now the formation of not only a highly erudite but free from the patterns and stereotypes personality that can think and act creatively; and creating conditions for students to adapt to the rapidly changing social and natural environment.

Profile training in senior classes of school and the orientation of education to the challenges of tomorrow make a positive contribution to the solution of the problem of the personality formation.

The main objective of the transition to profile training is to create student-centered learning that extends student's possibility to choose his or her individual educational itinerary.

The level differentiation tools of (complete) general education are the main structural components of profile training: basic general educational, profile educational and elective courses.

Elective courses (free electives) play an important role in the system of profile training in the upper grades. According to the purpose there are several types of elective courses. Some of them are a kind of "superstructure" of profile courses and they provide studying of a subject at a higher level for the most able pupils. Other electives provide intersubject connections and give an opportunity to study related subjects at the profile level. The third type of elective courses helps students in profile classes, where one of the subjects is studied at the basic level, to prepare this subject for the UNT at a higher level. One more type of elective courses can be oriented to get educational results that can help school children to succeed in the labor market in future.

In the foreign literature there are a large number of elective courses: "Chemistry Space" (V.G. Denisova), "Chemical English" (V.A. Kuzmenko), "Chemistry as a basis for science fiction" (O.S. Gabrielyan) and others.

However, the methodological literature of the Republic of Kazakhstan does not reflect the variety of these specialized courses of regional importance which take into account the specific nature of our school. So it's becoming more urgent to develop original intersubject specialized courses with wide use of active forms of learning, with increase in the proportion of independent educational activity of pupils and strengthening of practical focus of chemistry teaching.

It's reasonable to give examples of two specialized courses for pupils of 10-11 grades that we have developed and implemented in the teaching practice.

The integrated multifaceted regional course on chemistry was offered to Natural Science and Mathematics pupils of Pavlodar Priirtyshye. It will be interesting for students of other profiles as an elective course as well. [1]

The regional program of the specialized course in chemistry is designed for 17 hours and consists of 5 themes. The program includes the cultural studies component and elements of patriotic, environmental and polytechnic education, and contributes career counseling.

Theme 1: "History of Chemistry in Pavlodar region" (2 hours)

Crafts and chemical knowledge in the past centuries.

Natural resources as a prerequisite for creating a large industrial center – Pavlodar.

The history of chemical production in Pavlodar city and Pavlodar region in the second half of the 20th century.

Outstanding chemists of Kazakhstan whose homeland is Pavlodar region.

Advisable facilities for excursions:

Local History Museum named after Potanin.

Theme 2: "Chemical Industry of Pavlodar Priirtyshye" (6 hours)

The first industrial enterprises in the city. The growing number of chemical enterprises in the city boundaries.

The current state of the chemical industry in Pavlodar and Pavlodar region (chemical enterprises).

Technogenic impact on the environment. Nature conservation complexes of enterprises.

Advisable facilities for excursions:

CPL – the central plant laboratories.

Theme 3: "Pavlodar is a large industrial center"

(Chemical – environmental problems in the city) (4 hours)

Chemical – environmental problems in Pavlodar city. Environmental monitoring.

Practical work:

Water impurity testing of the water from the reservoirs of the city.

Comparison of snow samples taken in different parts of the city.

Determination of the noise difference in the city.

Advisable facilities for excursions:

The Irtysh floodplain. The forest park. The industrial area. City sanitary and epidemiological stations. The chemical laboratory "Gorvodokanal" (The north water diversion).

Theme 4: "Modern Chemistry Science and Education in Pavlodar" (2 hours)

The structure of chemical education in Pavlodar:

– Special secondary (Chemical Technology College)

– Higher (PSPI chemistry departments, PSU, IUE).

Advisable facilities for excursions:

Specialized laboratories of PSPI Chemistry Department.

Laboratories of PSU and PaU Chemistry Department.

Laboratories of Chemical Technology College.

Theme 5: "Chemistry is widespread...." (3 hours)

Chemistry in non-chemical industries in Pavlodar.

Chemical-analysis laboratories in enterprises.

The main activities performed by the chemical-analysis laboratories.

Chemistry and Criminalistics.

Chemistry aspects of art-restoration.

Advisable facilities for excursions:

Central plant laboratories.

Laboratories of medical institutions.

A restoration workshop.

The content of the course program gives an opportunity to apply different methodological approaches to the study of regional material. It was shown by the experiment that the most effective teaching methods are the following: lecture lessons, seminar lessons, conference lessons, business games, practical activities and excursions.

At the end of the course the student acquired **knowledge** of:

- 1) the chemists of Pavlodar region;
- 2) the minerals of Pavlodar region which are the input materials for chemical industry development;
- 3) the chemical enterprises of Pavlodar region.

Views of:

- the regional non-chemical industries that use chemical processes;
- the history of industrial development in Pavlodar and Pavlodar region;
- the chemistry specialties of higher and specialized secondary education in Pavlodar and Pavlodar region.

And skills:

- to determine some environmental contaminants experimentally;
- to reveal the dual nature of chemicals, chemical manufacture;
- to analyse the environmental situation at the regional level;
- to conduct cause-effect relations between the major chemical, environmental and nature conservation concepts.

Teaching within the bounds of this specialized course showed that regionalization of educational system is one of the ways to improve Kazakhstan's education. In the process of the pedagogical experiment it is revealed that the proposed content and methodology of the regional elective course in chemistry contributed to the broadening of mental outlook, forming polytechnic knowledge and ecological culture, Kazakhstan patriotism.

Next intersubject elective course for students in 10-11 grades of natural and mathematical sciences "Crossroads of analytical chemistry, ecology and medicine" extends the knowledge of analytical chemistry and at the same time shows the practical value of chemistry. The course provides an opportunity for students to perform a large amount of practical work independently into which they can introduce the elements of creativity; it is focused on the career choice.

The offered specialized course consists of 17 hours (14 laboratory studies within it) [2].

It is reasonable to show the teaching-thematic plan (Table 1).

Table 1 – The teaching-thematic plan of the specialized course "Crossroads of analytical chemistry, ecology and medicine"

№	Content of the course	Total
	Introduction	1
1	The subject and the value of analytical chemistry. A chemistry laboratory. Safety rules. Practical work 1.	1
	Fundamentals of Chemical Analysis	3
2	Methods of chemical analysis. Lab work 1.	1
3	The concept of solutions. Colloidal systems. Lab work 2.	1
4	The ionic product of water. Problem solving.	1
	Qualitative analysis	4
5	Characteristics of analytical reactions, the conditions for their implementation.	1
6	Fraction and systems analysis. Practical work 2.	1
7	Classification of ions. Lab work 3.	2
	Quantitative analysis	2
8	Gravimetric method of quantitative analysis. Lab work 4.	1
9	Titrimetric method of quantitative analysis. Lab work 5.	1
	Analytical chemistry in medicine	3
10	Drugs and poisons. Antidotes. Practical work 3.	1
11	Chloride lime and phenol are the first disinfectants. Lab work 6.	1
12	Home kit. Harmful substances in your home and their sources.	1
	Metals and the environment in analytical chemistry	3
13	Biogen metals (potassium, sodium, magnesium, calcium, iron), their role in living organisms. Lab work 7.	1
14	Heavy metals and human health, and their impact on the life activity of plants and animals. Practical work 4.	1
15	Corrosion of metals as the cause and consequence of environmental pollution. Lab work 8.	1
	The final lesson	1
16	Defence of project work	1

The developed specialized course was tested in one school of Irtysh district (of Natural Science and Mathematics profile).

The educational experiment led to the conclusions:

1. The implementation of the chemistry specialized course with the applied orientation has improved the quality of special-subject knowledge of students and also has formed the chemical and ecological knowledge and skills.

2. The development of techniques and methods of the intersubject chemical experiment which, on the one hand, is microscale, and on the other hand, adapted to the school level, has increased the interest in the Chemistry subject significantly.

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NON-GREGARIOUS LOCUSTS IN NORTHERN KAZAKHSTAN (FAUNA, ECOLOGY, HARMFULNESS)

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Investigations have been conducted in 2010-2012 in Pavlodar (May and Kashir districts), Akmola (Enbekshilder, Bulandi, Atbasar, Akkol and Kokshetay districts), Kostanay (Altinsarin, Mendikara, Taran, Auliekol, Sarikol, Karabalik and Kostanay districts) and Northern Kazakhstan regions (Kyzylzhar, Mamlutka, Zhambul, Taynsha, Esil, Shulakyn, Timyrjazev and Akkain districts).

Fauna and ecology of grasshoppers some regions of Northern Kazakhstan to pay attention to many akridologi (Bay Bienko, 1927 Nasyrova, 1990 Childebaev, 2002, etc.). Despite the importance of this work, the study of locust Northern Kazakhstan is far from complete. The composition of the fauna of grasshoppers in Northern Kazakhstan fully understood. Relevant questions remain about the different characteristics of groups of grasshoppers certain ecosystems (natural, disturbed, and cultural) [1,2].

Study of locusts in the northern regions of Kazakhstan and relevant for other reasons. As you know, the steppe and semi-desert areas of North Kazakhstan and its border areas (Western and Eastern) are places reservations, pockets of permanent and temporary mass reproduction Italian locust (*Calliptamus italicus* L.) (Azhbenov, 2001; Zhasanov, 2003; Khasenov, 2001; Eleusizov, Zhasanov, 2003, etc.). In the same region is fully manifested malicious activity complex nongregarious locusts. Must be considered and indigenous Change in land use that have occurred in recent years, which have led to changes in the population structure of communities of locusts, the redistribution of the dominant species. As a result, some species lose, while others acquire economic value. You can not uspuskat sight of the consequences of massive pesticide pressure in recent years to the prairie ecosystem, leading to the impoverishment of biodiversity Orthoptera insects and locusts in particular. All of this suggests the need to study the current state of Community locusts in northern regions of Kazakhstan to assess the value of whole groups as well as individual, especially harmful [3,4].

The material for this post were the charges of grasshoppers, which were held in June and July 2011 in 4 regions of Kazakhstan: Pavlodar, Akmola, North Kazakhstan and Kostanay. The basis of procedure opened fees locust standard butterfly net for the length of time separated the different types of habitats, with more obshim per one hour. This allows you to carry out further analysis of the relative abundance sravniny together as whole groups of grasshoppers different types of habitats and species. The relative abundance of grasshoppers was estimated by the scheme proposed by Pravdin with proof operation (Pravdin, Chernyakhovsky, 1971 Pravdin et al, 1972): u – the kind edininym (complete for 1 hour 1–3 copies.), P – type rare (complete in 1 hour 4 to 10 copies.) vol. – Common form (complete in 1 hour from 11 to 20 copies.) H – type is common, but does not form vpleny (complete in 1 hour from 21 to 100 copies.). During the period studied was conducted 76 surveys in 10 habitat types and collected 7539 specimens monk and adult locusts.

Discussion of Results

Pavlodar. Studies have been conducted in the 1st half of June in Kachiry area. In accounting fees identified 18 species of grasshoppers. In the list Vkluyuch 3 more species have been recorded in the same area September: *Epacromius pulverulentus* (FW), *Celes variabilis* (Pall), *Angaracris abensis* (Pall). Of all the collected material to the share accounted for 2% of the larvae. In the aggregate of all the material dominated: *Ae. sibiricus* (Siberian filly) (51.9%), *Ch. albomarginatus* (belopolosaya filly) (11.6%), *St. cheri* (travyanka Fisher) (8.8%), *D. brevicollis* (small krestovichka) (5.6%), *P. destris* (wingless grasshopper) (5.5%). Note that all of these species are ednymi and mass breeding can cause damage to various crops, haying, and grazing lands. Research on the relationship between larval and adult locust pest species was as follows: *P. pedestris* (99.0–1.0%), *C. Italicus* (76.9–23.1%), *A. microptera* (61.6–38.4%), *D. brevicollis* (100–0%), *St. fischeri* (97.4–2.6%), *E sibiricus* (76.6–23.4%), *Ch. albomarginatus* (100–0%).

By the nature of the various habitats rasprideleniya that the most species-rich deposit. It identified 13 species. Among them, high abundance in 6 species that have economic value. The table shows that the species composition and abundance of grasshoppers in various estoobitaniyah differ. So, on the reservoir *C. italicus* has high numbers, while in other places it is an isolated case or does otsuvstvuet. *D. kraussi* (atbasarka) and *Eu. pulvinatus* (steppe horse), though rare, but noted only on the deposit. On nastbische plentiful *A. baliolus*, *St. eurasius* (Eurasian travyanka) that are not found in other places. For edge belts, which were a grass-forb areas characterized by *S. scaaris* (temnokrylaya filly). Attention is drawn to the high number of harmful species of grasshoppers on wheatgrass. It is significant that that had high numbers in all surveyed habitats. Sufficiently high numbers were also *P. pedestris*, *A. microptera*, *D. Brevicollis* [5,6].

Thus, for Kachiry area can specify 9 potentially harmful locust: *C. italicus*, *Ae. sibiricus*, *D. kraussi*, *P. pedestris*, *A. microptera*, *Oed. decorus*, *St. fischeri*, *Ch. albomarginatus*. At present a real threat to agricultural lands are 6 types: *Ae.*

sibiricus, *D. brevicollis*, *A. microptera*, *P. pedestris*, *Ch. albomarginatus*, *St. fischeri*. Others 3 species are at low (normal) numerically.

Table – 1. The relative abundance of grasshoppers in some localities: Povladarskaya area Kachiry District, June 2011.

№	VIEW	habitat			
		1	2	3	4
1.	<i>Podisma pedestris</i> L.	+++	++++	++++	+
2.	<i>Calliptamus italicus</i> L.	++++	+++	-	-
3.	<i>Euthystira brachyptera</i> Ocsk.	-	-	++++	++++
4.	<i>Arcyptera microptera</i> F.- W.	+++	+	++++	+++
5.	<i>Dociostaurus brevicollis</i> Ev.	+++	++++	+	++++
6.	<i>D. kraussi</i> Ingen.	+	-	-	-
7.	<i>Stenobothrus fischeri</i> Ev.	++++	++++	-	+++
8.	<i>St. carbonarius</i> Ev.	-	+	-	-
9.	<i>St. eurasius</i> Zub.	-	++++	-	-
10.	<i>Omocestus haemorrhoidalis</i> Charp.	+	-	-	-
11.	<i>Myrmeleotettix pallidus</i> Br.- W.	+	-	-	-
12.	<i>Aeropus sibiricus</i> L.	+++	++++	++++	++++
13.	<i>Aeropedellus baliolus</i> Mistsh.	-	++++	-	-
14.	<i>Stauroderus scalaris</i> F.- W.	-	-	++++	-
15.	<i>Chorthippus albomarginatus</i> Deg.	+	-	-	++++
16.	<i>G. biguttulus</i>	+	-	++++	+++
17.	<i>Euchorthippus pulvinatus</i> F.- W.	+	-	-	-
18.	<i>Celesvariabilis</i> Pall	+	-	-	+
Total:		13	9	7	9

Note: 1 – deposit 2 – pasture, and 3 – the edge of the forest belt, 4 – wheatgrass.

Akmola. Studies have been conducted in the 2nd and 3rd decade of June in the following areas: Enbekshildersky, Atbasar, Bulandynsky, Akkol. In accounting fees identified 22 species of grasshoppers.

Naturally, the fauna of grasshoppers this vast region is much richer. According to our data and literature data, this region includes more than 40 species of grasshoppers. The proportion of larvae in the accounting material was quite high – 71.0%. To a group of dominant species had 83.9%. *It includes: M. pallidus* (29,3%), a set of travyanok kind *Stenobothrus*, which was dominated by *St. fischeri* (30,3%), *Ch. albomarginatus* (7,5%), *Eu. pulvinatus* (7,5%), *O. haemorrhoidalis* (5,0%), *D. brevicollis* (4,3%). All of these species except *M. Pallidusu* *O. haemorrhoidalis*, have economic value. Other harmful, namely *C. italicus*, *D. kraussi*, *A. microptera*, *Ae. sibiricus*, had a very low number. As for *C. italicus*, this view is, obviously, in the steppe zone, moved into the phase of depression. However, this does not exclude its local outbreaks of mass reproduction in other parts of the area, as observed, for example, in the south-east of Kazakhstan (Almaty region., Aksu district) this year. Research on the relationship between larvae and adults looked like: *St. fischeri* (40,1–59,9%), *Ch.*

albomarginatus (86,7–13,3%), *Eu. pulvinatus* (100–0%), *Ch. brevicollis* (89,2–10,8%), *A. microptera* (17,8–82,2%), *Ae. sibiricus* (50,0–50,0%)

Table- 2. Relative abundance of grasshoppers in some localities Akmola, June 2011.

№	VIEW	habitat					
		1	2	3	4	5	6
1.	<i>Asiotmethis muricatus</i>	-	-	-	-	+	-
2.	<i>Calliptamus italicus</i> L.	+	-	-	+	+	-
3..	<i>Euthystira brachyptera</i> Ocsk	+	+	+++	-	+	-
4.	<i>Arcyptera microptera</i> F.- W.	+	+	+++	++	+++	-
5.	<i>Doclostaurus brevicollis</i> Ev.	+++	+	+++	++++	+++	-
6.	<i>D. kraussi</i> Ingen.	-	-	-	++	++	-
7.	<i>Stenobothrus fischeri</i> Ev.	++++	+	+++	++++	++++	-
8.	<i>St. lineatus</i> Panz.	-	-	-	+	-	-
9.	<i>St. nigromaculatus</i> H. – Sch.	-	-	++	-	-	-
10.	<i>St. carbonarius</i> Ev.	-	-	-	+	-	-
11.	<i>St. eurasius</i> Zub.	-	-	+	+	-	-
12.	<i>Omocestus haemorrhoidalis</i> Charp.	+	+	++++	+	+++	-
13.	<i>Myrmeleotettix pallidus</i> Br.- W.	+	-	-	-	-	-
14.	<i>M. Pallidus</i> (Br-W)	++++	-	+	++++	++++	-
15.	<i>Aeropus sibiricus</i> L.	++	-	+	+	+	-
16.	<i>Aeropedellus baliolus</i> Mistsh.	++++	+++	-	+	+++	-
17.	<i>Stauroderus scalaris</i> F.- W.	-	-	+	-	-	-
18.	<i>Chorthippus albomarginatus</i> Deg.	-	+++	+++	+++	++++	+
19.	<i>Ch. dorsatus</i> Zett.	-	-	+	-	-	-
20.	<i>Glyptobothrus biguttulus</i> L.	+	+	+	+	-	-
21..	<i>Euchorthippus pulvinatus</i> F.- W	++++	+++	+	++++	++++	+
22.	<i>Celesvariabilis</i> Pall.	+++	-	++	+	+	-
	total:	12	9	15	15	14	3

Note: 1 – pasture, 2 – wheatgrass, 3-lug, 4-steppe, 5 – reservoir.

Most species have been observed in the steppe, meadow areas and reservoirs. Slightly fewer species observed in pastures and wheat grass. On senakostnyh lands sporadically occurred only three species of grasshoppers. It is also seen species of grasshoppers and quantitative specificity of each type of habitat. *St. fischeri* had a high number of pastures, waste lands, meadow and steppe areas: *Ch. albomarginatus* – on wheatgrass. Deposits, meadow and steppe areas; *Eu. pulvinatus* avoids wheat grass, rare in meadow areas and grasslands, but plentiful in pastures (steppe), steppe areas and reservoirs. As for *D. brevicollis*, it is quite common in pastures, meadows, fallow lands, reaching high numbers in the steppe [7].

For the investigated areas of Akmola region, you can specify 9 potentially harmful locust: *C. italicus*, *A. microptera*, *D. brevicollis*, *D. kraussi*, *St. fischeri*, *Ae. sibiricus*, *Ch. albomarginatus*, *Eu. pulvinatus*, *P. pedestris*. Real threat to the agricultural areas in the coming years may be *St. fischeri*, *Ch. albomarginatus*, *D. brevicollis*, and sometimes *Eu. pulvinatus*. For *P. pedestris* can say that it is,

although this year has been marked in the registration fees in the previous year was quite common, and in 1999. was one of the dominant species during the outbreak nongregarious locust in Akmola region has virtually no economic value, and in some areas it is simply not available (for example, Enbekshildersky district). On it at the time noticed G.Y. Bienko Bay (1927).

North Kazakhstan region. The studies were conducted in the late 2nd early 3rd of July in the following areas: Zhambyl, Kyzylzhar, Mamlyutsky, Tayynshinsky, Esil, Shalakytsky, Timiryazevskaya Akkayynsky. In accounting fees identified 21 species of grasshoppers. The proportion of larvae in the fee is 9.3%. Dominated by the following species (91,1%): *Ch. albomarginatus* (39,2%), *G. biguttulus* (17,6%), *D. brevicollis* (9,1%), *Ch. apricarius* (8,5%), *O. haemorrhoidalis* (8,3%), *E. brachyptera* (5,1%), *Ch. parallelus* (4,1%). Economic significance of these have only 2 types: *Ch. albomarginatus* *D. brevicollis*. The ratio of larvae and adults of harmful species was as follows: *Ch. albomarginatus* (4,1–95,9%), *D. brevicollis* (3,5–96,5%), *A. microptera* (0–100%), *Eu. pulvinatus* (23,5–76,5%). Most richly presented species meadow and steppe areas. They noted 18 and 14 species of grasshoppers. Halter attention to the high number of *Ch. albomarginatus*vo all investigated habitats, especially in grasslands and meadows of perennial grasses. This points to the rise of the numbers of this pest in the area and the possibility of damage to agricultural Plants. *D. brevicollis* was plentiful only in steppe areas and is common along the edge of belts and meadow areas. Other harmful species of grasshoppers occurred sporadically or not at all. This applies to *C. italicus*, *A. microptera*, *St. fischeri*, *D. kraussi*, *O. decorus*. For *Ae. sibiricus* can say that it is in the North – Kazakhstan region has a low population and occurs sporadically.

For the studied areas of the North – Kazakhstan can specify six potentially harmful locust: *C. italicus*, *A. microptera*. *D. brevicollis*. *D. kraussi*. *St. fischeri*, *Ch. albomarginatus*. Of them have permanent seats in the mass reproduction oblosti and can only patch during outbreaks of neighboring territories and form temporary homes.

Law and justice. Investigations were carried out from the end of the third decade of June to the middle of the 2nd of July in the following areas: vicinity. Kostanai Kostanai, Sarykol. In accounting fees identified 22 species of grasshoppers. The proportion of larvae in the fee is 46.9%. Dominated by the following (85,0%): *D. brevicollis* (20,7%), *G. biguttulus* (17,6%), *Eu. pulvinatus* (13,8%), *O. haemorrhoidalis* (11,8%), *Ch. albomarginatus* (9,7%), *St. fischeri* (6,1%), *M. pallidus* (5,3%). The ratio of larvae and adults of harmful locusts looked so: *C. italicus* (97,5–2,5%), *A. microptera* (0–100%), *D. brevicollis* (47,2–52,8%), *St. fischeri* (17,4–82,6%), *Ae. sibiricus* (0–100%), *Ch. albomarginatus* (37,7–62,3%), *Eu. pulvinatus* (92,0–8,0%), *O. decorus* (100–0%).

The greatest diversity of species of grasshoppers observed in zlakovoraznotravnyh areas on the edge of the grain crops, on the steppe and meadow areas. The high number of harmful species of wheatgrass and perennial grasses. On barley fields revealed only 5 species, but of these, *Ch. albomarginatus* and *Eu. pulvinatus* high numbers.

For the investigated areas Kostanai region 9 species of grasshoppers can be attributed to the potentially harmful: *C. italicus*, *A. microptera*, *D. brevicollis*, *D. kraussi*, *St. fisheri*, *Ae. sibiricus*, *Ch. albomarginatus*, *Eu. pulvinatus*, *O. decorus*. In coming years, the real threat to agriculture may be *D. brevicollis*, *Eu. pulvinatus*, *Ch. albomarginatus* and *St. fisheri*.

Findings

1. In the studied regions of the Northern Kazakhstan holds 34 species of grasshoppers belonging to 21 genus, two families.

2. The data on the species composition and relative abundance in natural systems grasshoppers disturbed coenoses, as well as some agricultural lands in the context of the 4 regions of Northern Kazakhstan.

3. The groups of potentially harmful locust issledovnnnyh areas and groups of grasshoppers, the real threat to agriculture in the coming years.

4. The low number of Italian locust in all the studied areas of northern Kazakhstan, which indicates the transition of this dangerous pest phrase depression.

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SPECIFIC FEATURES OF A GLOSSARY ON DISCIPLINES OF NATURAL SCIENCES (ON THE EXAMPLE OF PHYSICS DISCIPLINES)

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A glossary, also known as an idioticon, vocabulary, or clevis, is an alphabetical list of terms in a particular domain of knowledge with the definitions for those terms. A glossary could be said to act like a dictionary, except that instead of being as complete as possible, a glossary usually focuses on terms which the reader probably does not know[1].

In a general sense, a glossary contains explanations of concepts relevant to a certain field of study or action. In this sense, the term is related to the notion of ontology. Automatic methods have been also provided that transform a glossary into ontology or a computational lexicon.

Students often use glossaries as study tools, because they quickly cover a wide range of concepts with clear, concise definitions.

A glossary can also be a useful tool for someone exploring something new.

Since words sometimes have multiple meanings in the English language, such a glossary can be extremely useful because it will eliminate confusion.

Methods for creating and compiling glossaries are called lexicography and refer to a linguistic discipline. For a start it is necessary to read and familiarize with the work attentively. Many various terms can meet in work .

We often find terms and make up a list of these terms. Words in this list should be arranged in a strict alphabetical order as the glossary is a dictionary of specialized terms.

Specialized dictionaries and glossaries help to organize the term base, unify and improve the description of terms and their translations as well as to provide students with necessary terminology. Dictionaries and glossaries can be prepared on the basis of material processed by frequency analysis of texts in different languages[2].

After the frequency analysis of the text, the students find isolated words and phrases there and compile them in a dictionary. This glossary will help to improve the learning process.

After that, starts the process of drawing up a glossary. Article of glossary is the definition of the term. It consists of two parts:

1. The term is formulated in the nominative case;
2. The meaning of this term reveals the content of the text

Rules of compiling a glossary:

- Try to specify the correct scientific terms;
- Glossary can include not only words but also phrases.

For a more accurate description of the terminological system you need to answer one important question of what constitutes a term in the science system. The term is a unit having a value of social terminology. The term always refers to a

specific unit of the logical-conceptual system in terms of content and satisfies a number of standard requirements. In contrast to the usual vocabulary, you should use terms based on the existing definitions in the text[3].

The allocation of terms usually begins with:

- 1) Selection of sources and choice of terms,
- 2) Lexicographic treatment and description of terms,
- 3) Clarification of existing definitions (scientific definition),
- 4) Codification of the term system.

Usually the domain boundaries establish by compiling a list of its constituent headings and subheadings (directions). Since the glossary is designed for students studying the course, it is necessary to determine the main directions (a list of headings and subheadings) according to the curriculum.

The second stage of terminology work is the selection of a special vocabulary. At this stage, the first problem is the choice of sources of specialized vocabulary to be processed. The three most common types of terms sources:

- a) terminological editions (terminological publications) which are meant as dictionaries of terms and the publications devoted to terminological problems.
- b) Non-terminological editions (publications not specially devoted to terminology) – textbooks, encyclopedias, commercial catalogues, articles.
- c) the classification edition (classification tables) – classified lists of concepts and objects of this area.

Specification of existing definitions (scientific definitions) was guided by a pedagogical orientation of work. As the dictionary glossary is formed for the students studying a course, definitions of terms should be the most precise, clear and fixed[4].

The glossary on discipline «An electricity and magnetism»

Alternating Current: A current flowing in a circuit which reverses direction many time a second; it is caused by an alternating e.m.f. acting in a circuit and reversing many times a second

Capacitance: The mutual capacitance of two conductors is a quantity numerically equal to the charge which it is necessary to transfer from one conductor to the other in order to change the potential difference between them by one unit. i.e.

$$C = \frac{q}{V}.$$

Capacitors are short term charge-stores, a bit like an electrical spring. They are used widely in electronic circuits. It consists of two metal plates separated by a layer of insulating material called a dielectric.

Coulomb's Law of Force: states that the force between two point charges at rest is directly proportional to the product of the magnitude of the charges, i.e., q_1q_2 and is inversely proportional to the square of the distance between them i.e. $\frac{1}{r^2}$.

Thus, Coulomb's law in vector form becomes:

$$\vec{F} = k \frac{q_1q_2}{r^2} \epsilon$$

Current – is defined as the rate of flow of charge.

Current density – is the current that flows through a conductor per unit area.

Electric Field: When an electric charge is placed at some point in space, this establishes everywhere a state of electric stress, which is called electric field. The space where charge influence can be felt, is called site of electric field. The electric field strength at a point is operationally defined as the force (\vec{F}) acting on a unit test charge (q_0) at that point:

$$\vec{E} = \frac{\vec{F}}{q_0}.$$

Electric Potential: The electrostatic potential at a point is the work done against the forces of the electric field in bringing unit positive test charge from a point at zero potential to the point.

Electric Dipole moment: The product of the magnitude of the magnitude of either charge of a dipole and the distance separating the two point charges.

Gauss's Law: states that the electric flux across any closed surface is proportional to the net electric charge enclosed by the surface. The law implies that isolated electric charges exist and that like charges repel one another while unlike charges attract. Gauss's law for magnetism states that the magnetic flux across any closed surface is zero; this law is consistent with the observation that isolated magnetic poles (monopoles) do not exist.

Magnetic Field: A magnetic field is one of the the constituents of an electromagnetic field It is produced by current-carrying conductors, by moving charged particles and bodies, by magnetized bodies or by variable electric field Its distinguishing feature is that it acts only on moving charged particles and bodies.

Magnetic Flux: The flux (Φ) of a magnetic field through a small plane surface is the product of the area of the surface and the component of the flux density (B) normal to the surface. If the plane is inclined at an angle (ϕ) to the direction of the magnetic field, and has an area (A), then

$$\Phi = AB \sin\phi$$

Ohm's Law: States that the voltage across an arbitrary segment of an electric circuit equals the product of the resistance by the current.

Technical terms of science have very specific meanings. Standard dictionaries are not always the best source of useful and correct definitions of them.

This glossary is not intended to be complete. It focuses on those terms which give students particular difficulties. Some words have subtle and intricate meanings which cannot be encapsulated in a short definition.

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ACTUAL PROBLEMS IN CHEMISTRY TEACHING

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The present stage of student teaching is characterized by transition from information and explanatory technology of training to activity developing, forming a wide range of personal qualities of the child. From perspective activity developing technologies of training it is distinguished modular, being characterized with transfer of educational process to subject – a subject basis, a real individualization and differentiation of educational process. Process of training represents difficult structure of the interconnected elements. Activity approach gives the chance to consider educational process as complete system. In modular training as components of educational activity allocate substantial, operational and motivational components to which there correspond knowledge, actions, motives. The interrelation of these components is expressed that any knowledge can be acquired on the basis of the corresponding actions, and for assimilation of knowledge and actions corresponding to them by pupils the corresponding motives have to be created. Management of process of training unites in itself two interconnected processes: organization and control of educational activity of the trainee. They also define specifics of technology of training. Modular training is modern pedagogical technology because it has everything its *priznaki*: *nauchnost* (is based on activity approach, *psikhologo-pedagogical* regularities of assimilation of knowledge); *integrativnost* and *optimality* (activity, personal, system, cybernetic and contextual approaches); *reproducibility* of process of training and its results; *intensity* and *efficiency*; *quality* and *quantitative standard* of results of training; *purposeful interaction* of the teacher and pupil; *programming* of activity of the pupil and teacher. The modular technology arose on the basis of the programmed training and therefore has with it much in common. However there are also essential distinctions. At modular technology training goals are allocated accurately, the content of training is submitted in volume, sufficient for achievement of the objectives; needs of trainees are considered; process of training is under construction according to readiness of trainees; there is a possibility of a choice of this or that program of training [1. p 70-80]. In modular technology various forms and the methods of training subordinated to a common goal of a subject (opportunity to work in couples and groups, to communicate with companions, purposeful formation and development of receptions of educational activity) are applied; didactic expedient tutorials are used; pupils are guided not

only by the educational contents, but also by educational activity; correction of knowledge is carried out after check of success of realization of the private and integrated purposes of training. The essence of modular training consists that pupils independently get knowledge, using various forms of work and a tutorial, and the teacher operates activity of trainees by means of the instructions put in modular programs, methodical recommendations, and also motivates activity of pupils. Process of modular training can be divided into some stages. Definition of initial level of knowledge of pupils and specification is more whole than training. Clarification of motivation of the personality. Assimilation by pupils of the general plan of educational activity. Actually educational activity. Generalization of the studied material and ways of actions. Definition of total level of knowledge and making decisions on further training[2. p33-40]. To P.Ya.Yutsyavichena gives the following definition of the module: "The module is the main means of modular training which is the finished block of information, and also includes the target action program and the methodical management providing achievement of the set didactic purposes". Realization of the principle of a modularity is urged to provide achievement by pupils of goals through integration of different types and forms of education in the module. Practice of application of modular technology shows that she allows to improve training process at the expense of increase of level of teaching of chemistry and improvement of quality of assimilation of knowledge of pupils. At the same time application of this technology is interfaced to certain material inputs. At each lesson the pupil has to receive "the" package with tasks that now makes a certain complexity because of absence at mass school of multiplying equipment. However introduction of modular technology considerably facilitates work of the teacher in the subsequent cycles of training since approved modular programs and modules can be corrected, finished and used easily next year. It is hardly worth thinking that introduction of modular training will instantly change a situation at school, the relation of pupils to a subject. The stage "adaptations" of pupils to new technology is long and difficult. Training on the new principles causes the ambiguous relation of pupils to this process. Therefore at the initial stages of introduction of this technology it isn't necessary to hurry. Expediently gradually to apply elements of modular training, combining traditional training with the modular. When using the computer equipment work of the teacher will considerably be facilitated since some functions of the teacher (control, submission of additional information to the pupil) can carry out the computer. At last, emergence of various training programs, modular textbooks and grants will give the chance to the teacher to choose and creatively to use them in educational process [3. p233-240]. The main requirements to technologies of the individualized training: Main objective of any pedagogical technology – development of the child. Training in relation to each pupil can be developing only in case it is adapted for a level of development of this pupil that is reached by means of a study individualization. To proceed from the reached level of development, it is necessary to reveal this level at each pupil. It is necessary to understand learning ability as a level of development of the pupil (the precondition to the doctrine), an

obuchennost (the acquired knowledge) and assimilation speed (an indicator of rate of storing and generalization). As criterion of assimilation the quantity of the carried-out tasks necessary for emergence of steady skills serves. Development of mental capacities is reached by means of special tutorials – developing tasks. Tasks of optimum difficulty form rational abilities of brainwork. Learning efficiency depends not only on character of the shown tasks, but also on activity of the pupil. Activity as a condition of the pupil – the precondition of all his educational activity, so, and the general intellectual development. The major factor stimulating the pupil to educational activity, the educational motivation which is defined as an orientation of the pupil to the various parties of educational activity is. Creating system technology of the individualized training, it is necessary to adhere to certain stages. It is necessary to begin with representation of the training course as systems, i.e. to carry out primary structuring the contents. For this purpose it is necessary to allocate rod lines of the whole course and then for each class to determine that contents which will provide development of representations on the considered line by each line. Let's give two examples. With t e p N e in and I am l and N and I – the main chemical concepts [4. p245-249]. Contents: the 8th class – simple and difficult substances, valency, the main classes of inorganic connections; The 9th class – electrolyte, extent of oxidation, group of similar elements. With tep N e in and I am l and N and I – chemical reactions. Contents: the 8th class – signs and conditions of chemical reactions, types of reactions, drawing up the equations of reactions on the basis of the valency of atoms of chemical elements, reactionary ability of substances; the 9th class – drawing up the equations of reactions on the basis of the theory of electrolytic dissociation, oxidation-reduction reactions. The program considering individual distinctions being trained, always consists of the complex didactic purpose and set of the differentiated studies. Such program is directed on mastering by the new contents and formation of new abilities, and also on fixing of earlier created knowledge and abilities. For program creation in system technology of the individualized training it is necessary to choose a large subject, to allocate in it theoretical and practical speak rapidly and to distribute time which has been taken away on studying. Expediently theoretical and practical speak rapidly to study separately. It will allow to master a theoretical material of a subject quickly and to create complete idea of a subject. Practical tasks are thus carried out at a basic level better to acquire the main concepts and the general laws. Development of practical part allows to carry out development of individual abilities of children at applied level. At the beginning of work as the pupil the flowchart where are allocated basis (concepts, laws, formulas, properties, units of sizes, etc.) has to be offered basic skills of the pupil at the first level, a way of transition to higher levels putting a basis of independent development of each pupil at his desire. Elements of the individualized training have to be looked through at each lesson and at all its stages. The lesson of studying of a new material can be divided into three main the parts. 1st – I am a h and with t Ъ. П p e д Kommersant I in l e N and e N about in about about m and t e p and and l and. The task – to seize a certain knowledge is set for pupils at the first stage. For strengthening of an

individualization of perception it is possible to use various receptions. For example, leaves of control of work of pupils during an explanation of a new material in which school students answer the questions put before a lesson. With answers pupils hand over leaves on check at the end of a lesson. Level of difficulty and quantity of questions are defined according to specific features of children [5. p43-50]. As an example we will give a leaf fragment for control of activity of pupils at lecture when studying subject "Complex Connections" Lesson of systematization of knowledge it is effective when using a technique of a free choice of tasks of different level of difficulty. Here at pupils skills and abilities on this subject are formed. Entrance control – the small independent work, allowing to establish existence at pupils of knowledge necessary for successful work and abilities precedes work. By results of check by the pupil it is offered (or they choose) a certain level of difficulty of a task. After performance of a task check of correctness of its performance follows. Check is carried out either the teacher, or the pupil of templates. If the task is carried out without mistakes, the pupil passes to the new, raised level. If when performing mistakes are made, there is a correction of knowledge under the leadership of the teacher or under the leadership of stronger pupil. Thus, in any TIO an obligatory element is the feedback loop: presentation of knowledge – development of knowledge and abilities – control of results – correction – additional control of results – presentation of new knowledge. The lesson of systematization of knowledge – comes to the end with output control with the small independent work, allowing to define level of formation of abilities and knowledge of pupils. Lesson of control of assimilation of the passable material – especially individualized form of education. The freedom of choice acts on this lesson, i.e. the pupil himself chooses tasks of any level on the abilities, knowledge and abilities, interests, etc. By the present moment it is well developed and a number technology of the individualized training is successfully applied in school practice. Let's consider some of them.

Conclusions

Technologies of the individualized training of chemistry at all variety of methodical receptions have much in common. All of them developing, providing accurate management of educational process and predicted, reproduced result. Quite often technologies of the individualized training of chemistry are used in combination with traditional methods. Inclusion of any new technology in educational process demands propaedeutics, i.e. gradual preparation of pupils.

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USE OF SPREADSHEETS AND TECHNOLOGICAL CARDS IN THE TEACHING OF MATHEMATICAL DISCIPLINES AT HIGHER SCHOOL

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When studying the methods of the decision of many mathematical problems arises the problem of effective application of innovative technology for the automation of the same type of calculation. It is necessary to ensure ease of presentation of the initial data and the stages of the problem solution. This can be achieved with the help of electronic tables, since the information is presented in the form of two-dimensional arrays (matrices), which can be easily entered into a computer and processed. The essence of this method was borrowed from the methodology V.M. Monahov [4]. Today, the use of this technology facilitates fast and easy explanation of the mathematical Sciences in higher educational Institutions. In the section of the discipline of analytical geometry to pay attention to all the questions, but I will give an example of several themes and schematically show how to solve a certain task. Consider the two plane α_1 and α_2 , defined respectively by the equations:

$$\alpha_1 : A_1x + B_1y + C_1z + D_1 = 0,$$

$$\alpha_2 : A_2x + B_2y + C_2z + D_2 = 0.$$

Under the angle between two planes will understand one of the dihedral, formed by the planes [2]. It is obvious that the angle between the normal vectors \bar{n}_1 and \bar{n}_2 planes α_1 and α_2 is equal to one of the adjacent dihedrals $\varphi = (\bar{n}_1 \nless \bar{n}_2)$ or

$\varphi = \pi - (\bar{n}_1 \nless \bar{n}_2)$. Therefore $\cos(\bar{n}_1 \nless \bar{n}_2) = \frac{\bar{n}_1 \cdot \bar{n}_2}{|\bar{n}_1| |\bar{n}_2|}$ then $\bar{n}_1 = (A_1, B_1, C_1)$ and

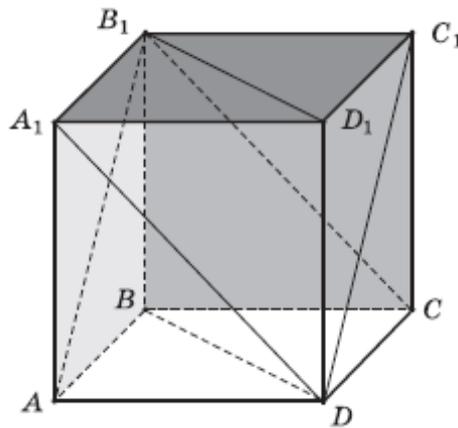
$\bar{n}_2 = (A_2, B_2, C_2)$, so $\cos \varphi = \pm \frac{A_1A_2 + B_1B_2 + C_1C_2}{\sqrt{A_1^2 + B_1^2 + C_1^2} \sqrt{A_2^2 + B_2^2 + C_2^2}}$. Consider this

example: to Determine the angle between the planes of $x + 2y - 3z + 4 = 0$ and $y + z + 8 = 0$. $\cos \varphi = \frac{2+6-3}{\sqrt{14}\sqrt{14}} = \frac{5}{14} \Rightarrow \varphi \approx 69^\circ$. For such a simple task of drawing up

of the technological or spreadsheet requires not always. But when the study of a wider topics such as: the Movement of space and their General properties. Symmetry about the плоскости. tabulation will give more effective results.

Tabulation by the method of VM friar's reflected in many disciplines, the advantage of this method is that, when designing classes teacher accurately allocates time and the necessary info. at the moment the decision of a more productive and effective results in education is increasing throughout the country.

Building on the Message of the President of the Republic of Kazakhstan Nursultan Nazarbayev «Kazakhstan-2050», it should be noted that education like never pay special attention to when examining the necessary subject teacher must follow the sequence and to be able to put the topic of the lesson [7]. As the modern time demands maximum approach to education for a short time. Discipline analytical geometry extended considers the construction and design of the next task: In Cuba are painted the same color three facets, with a common vertex. How many planes of symmetry has painted thus cube? A decision. Consider a cube $ABCD A_1 B_1 C_1 D_1$. Let painted three of its sides $ABB_1 A_1$, $BCC_1 B_1$ and $A_1 B_1 C_1 D_1$ with a common vertex (pic 1) [5,6]. Find the plane, in symmetry with respect to which the cube is displayed on themselves, with the painted line is displayed on the painted (or to yourself), and uncolored – on неокрашенную (or to yourself). Let us denote: $(BDD_1) = \alpha$. The plane α perpendicular to the planes of the grounds $ABCD$ and $A_1 B_1 C_1 D_1$, with the $S_\alpha(A) = C$, $S_\alpha(A_1) = C_1$, $S_\alpha(V) = V$, $S_\alpha(B_1) = B_1$, $S_\alpha(D) = D$, $S_\alpha(D_1) = D_1$. This means that $(BDD_1) = \alpha$ – the plane of symmetry of the cube. The symmetry about this plane painted the verge of $ABB_1 A_1$ and $BCC_1 B_1$ appear one to another, and painted the brink of $A_1 B_1 C_1 D_1$ is invariant (displayed on themselves). Further, when this symmetry unpainted the verge of $AA_1 D_1 D$ and $DD_1 C_1 C$ mutually symmetric, a facet $ABCD$ – invariant. Thus, plane diagonal cross-section $BB_1 D_1 D$ is the plane of symmetry of the colored cube.



Pic 1.

Similarly, we can prove that the plane diagonal sections $AB_1 C_1 D$ and $A_1 B_1 CD$ are planes of symmetry of the cube. It is useful to use a mirror-symmetry at the decision of constructive tasks:

$$\begin{array}{l}
 ABCD \quad A_1 B_1 C_1 D_1, \\
 24 \quad 22 \quad 46 \quad 23 \\
 (BDD_1) = \alpha \quad S_\alpha(A) = C \quad S_\alpha(A_1) = C_1 \\
 \quad \quad \quad S_\alpha(B_1) = B_1, \quad S_\alpha(D) = D, \\
 2/235 \\
 2,013
 \end{array}$$

Pic 2.

Schematically, we can see that the plane α perpendicular to the planes of the grounds (pic 2) ABCD and $A_1 B_1 C_1 D_1$, with the $S\alpha(A) = C$, $S\alpha(A_1) = C_1$, $S\alpha(V) = V$, $S\alpha(B_1) = B_1$, $S\alpha(D) = D$, $S\alpha(D_1) = D_1$. This means that $(BDD_1) = \alpha$ – the plane of symmetry of the cube. The symmetry about this plane painted the verge of ABB_1A_1 and BCC_1B_1 appear one to the other.

From myself I want to add that the application of the so-called electronic tables true when the online lectures, technologies cards are acceptable provided as individual and collective activities.

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TEACHING BIOLOGY IN THE REGIME OF MODULAR LEARNING TECHNOLOGY

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In concordance with modern tendencies of society's development, a system of education nowadays acquires such new features as dynamism and options.

Survival of a comprehensive school in conditions of unfavorable influence of active economical and social factors and possibility of its turn from uniformity and functioning to variety and development are based on traditionally strong sides, as integrity, stability and flexibility, which allow successfully neutralize negative external influence and reveal inner unused reserves.

Leading type of studies stays to be a combined lesson, destroying logic of study process and being peculiarly undesirable in senior high school.

The practice of our country and other ones shows availability of entirely different in its organization and technology modular learning, which is characterized by advance study of theoretical material in aggregative blocs – modules, algorithmization of a study process, completeness and coordination of cycles of cognition and other cycles of activity. Individualization of learning and differentiation of teaching activities creates situation of choice both for a teacher and a learner and gives a graduating student an opportunity for further successful self-education and professional education.

Leading positions of modular learning include principles of modality, structuring of education content on solitary elements, dynamism, activity, flexibility, deliberate perspectives, versatility of methodological consulting and equality (P.A. Yutsyavichene).

As modular learning pursue as one of the main objects the formation of a graduating student's self-education skills, the whole process is constructed on the basis of conscious targeting and self-targeting with an hierarchy of short-term (knowledge, skills and habits), middle-term (general educational skills and habits) and long term (development of individual's abilities) objectives. Awareness about study activity transforms a teacher from the regime of informing to the regime of consulting and controlling. Leading role of a teacher is kept, but in the bounds of a subject-subject relationships in the system of "teacher-learner".

Modular system of educational process organization, by means of aggregating of blocs of theoretical material, its advance studying and significant saving time, supposes learner's movement on the scheme "universal-general- individual" with gradual immersion in details and transfer of cycles of cognition to another cycles of interconnected activity.

Modular organization of educational process, orienting on child's development, supposes necessity of motivational stage in the beginning of every cycle of activity. Being interconnected, they supply transition from knowledge to skills. Repeated many times educational activity of learners during independent works on adequate and individualized levels of complexity and difficulty of educational material transfers skills into habits. On every stage a teacher acts like an organizer and a leader of a process, while a learner plays a role of an independent researcher of problems' sequence, which decision leads to previously definite structure of knowledge, skills and habits. Creation of natural structure of activity is an interim task of formation of general system of educational skills and habits, which serve to child's development.

By estimation of P.I. Tretyakov and I.B. Sennovsky, modular learning allows shortening of an educational course of a discipline on approximately 30 per cent without prejudice to completeness of description and depth of material's learning. During primary, interim and final generalization, compression of educational material through aggregative and systematic representation of it happens on three times.

Many scholars write about perspectives of modular learning in contemporary education:

1. G. Yu. Ksenzova: "Modular learning is an alternative to traditional education, which integrating everything progressive that is accumulated in pedagogical theory and practice in our time... the essence of modular learning (in comparison with traditional education) is that a learner independently (or with some help) achieves definite aims of education in the process of work with module".

2. G. K. Selevko: "Technology of modular learning is one of the areas of individualized (student-oriented) education, which allows realizing self-education, regulating not only tempo of the work, but content of educational material".

3. M. M. Potashnik: “modular organization of educational process is one of the ways of education’s quality improvement...”

4. P. I. Tretyakov: “Modular learning is one of the variants of usage complete mastering of knowledge technology... Technology of modular learning is based on those modern directions of pedagogy and didactics, which give maximum result:

– Planning of previously achievable result of education and instruments of checking this result;

– Taking into account individual personal development of a learner;

– Planning studies on the basis of active approach (that is self-education and self-development of a learner), which is found on A.A. Leontiev’s theory of study activity;

– Planning studies on the basis of P.Ya. Galperin’s and N.F.Talyzina’s theory of step-by-step formation of mental activities.

Due to its psychological and pedagogical basis, it is adaptive developing technology”.

Researching technologies, which have a good impact on health, we can make a conclusion that modular learning is this technology, which can help to decide many pressing problems of school, first of all, the problem of learners’ overwork.

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MODERN LABORATORIES – AS INNOVATIVE WAY OF SCIENCE DEVELOPMENT

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In modern economics the accent becomes not so much on material assets, but on a mental potential. The important factor for maintenance of competitiveness of the country is development scientific and technical potential, creation of favorable conditions for development of the science and mechanisms of its supporting.

With a purpose of realisation of the President’s Message to the people of Kazakhstan from February, 28th, 2007 «New Kazakhstan in the new world» has been developed the government program of development of the science of Republic of Kazakhstan for 2007-2012 [1]. Under the given program at Shakarim Semey State University had been created engineering laboratory «Scientific center of radioecological researches» (SCRER).

The laboratory role as scientific centre explains presence of unique park of the modern foreign equipment. The laboratory promotes preparation of highly skilled scientific and engineering staff, attraction of domestic and foreign scientists for research projects.

Main purposes of laboratory are:

- monitoring of radioecological situation;
- determination the keeping of radioactivity in products, the rate of radioactive contamination in foodstuff depending on the distance from nuclear test range;
- investigation technology of production food products with radioprotector prescription;
- elaboration the complex of measures for ensuring radiation safety;
- training of radioecology specialists.

Scientific researchers are carried out in the departments of electron microscopy, gamma-, alpha-mass spectrometry, liquid chromatography and radiochemical laboratory.

The department of electron microscopy is suitable for observing a variety of specimens and analyzing element composition of specimens.

Low vacuum raster electron microscope (REM) JSM-6390 LV JEOL (Japan) with the system of x-ray microanalysis INCA ENERGY 250, OXFORD INSTRUMENTS (Great Britain).

The device has the maximum increase to 300000 times, supports not only high vacuum mode, but also low vacuum which gives the possibility to investigate not only hard and powder substances, but also biological objects. The system of x-ray microanalysis INCA allows to define a structure and chemical compound of investigated objects, to observe features of structure of the material, caused by compound, thermal past, a mode of thermal processing [2].

For decreasing an accumulation of charges at the surfaces of specimens while scanning practicing a method of evaporator of the specimens by carbon or metals (gold, copper, platinum, silver). Vacuum evaporator JEE-420 is used in SCRER.

Vacuum evaporator JEE-420 is intended for test preparation not current-carrying raw materials of a biological origin for raster electronic microscopy.

This device is especially good for preparation small dispersible samples to research on REM, by formation of a thin carbon slick, or evaporating various metals to the samples in the course of preparation. It is used for evaporating of fine-grained spending and supporting coverings at researches on REM.

The laboratories of gamma-, alpha-spectrometry is intended for determining gamma-radiation of various probes.

Gamma-spectrometer with electrocooled detector GC2019 and digital multichannel analyzer DSA-1000, "Canberra", (USA).

The gamma-spectrometer on a basis of germanium detector of the high permission is intended for qualitative and quantitative definition of gamma radiating radio nuclides of natural and technogenic origin in environment and industrial targets. The device defining isotope structure and absolute activity gamma radiating nuclides in different size and density tests. With methods of gamm- spectrometry estimate impurity of territory with especially dangerous technogenic radio nuclides, as strontium, plutonium. The gamma spectrometer analyzing the diversified samples, including water tests, ground tests, foodstuff, etc. The analysis of gamma spectrums is carried out by special software.

Alpha spectrometer "Alpha Analyst", "Canberra" (USA).

The device testing the quantitative and qualitative analysis alpha radiating radio nuclides for researching the characteristic of radiating conditions of environment and for the organization of radiating protection. Alpha Analyst is integrated device for carrying out of high-precision alpha spectrometer measurements.

The laboratory of mass-spectrometry is intended for determining quantity and quality composition of elements in samples.

Liquid-plasma spectrometer VARIAN 820 ICP-MS.

The device has possibility of quantitative and qualitative definition of all elements of periodic system from Li to U and their isotopes within the limits of one measuring test. Accuracy of measurement 10^{-9} ; possibility to determine semiquantitative definitions of almost all elements of periodic system in a wide interval of concentration with application of the unique standard sample made of 3–10 calibrating elements, suitability for definition artificial elements and their isotopes.

For preparation and sampling for mass spectrometer measurements in SCRER is used system of microwave decomposition, deionizer of waters, the device for clearing of acids, and an ultrasonic bath.

The department of liquid chromatography is intended for determination amino-acid, fatty-acid, vitamin compound of foodstuff, analysis drugs.

High-performance liquid chromatography is widely used in diverse fields such as pharmaceuticals, and biochemistry to chemistry, the environment, and food products. The Shimadzu Prominence high-performance liquid chromatography achieves an exceptional level of performance in each of these fields. Prominence HPLC offers exceptional reliability and great expandability to support diverse application from ultra-fast liquid chromatography to preparative LC, gel permeation chromatography (GPC), ion chromatography, and LC/MS.

Liquid chromatography LC-20 Prominence is used in SCRER laboratory. With an automatic pulsation-correction mechanism and high-speed micro plunger drive, it achieves pulse-free solvent delivery. Improvements in solvent-delivery control firmware have significantly improved performance in the micro-flow-rate range below 50 $\mu\text{L}/\text{min}$.

Radiochemical laboratory is suitable for preparation samples of foodstuff, plant and animal raw materials, soil, water, aerosols for gamma-, alpha spectrometry. Also, radiochemical analysis of determining plutonium in the samples of environment and foodstuff.

Laboratory activity promotes realization of government programs on safety of a foodstuff and brings the essential contribution to improvement of quality of a life of the population of region that answers to the purposes and problems of a government policy of Republic of Kazakhstan. In laboratory carries out research projects by request of the Ministry of Education and Science, Ministry of Agriculture of the Republic of Kazakhstan, joint researches with leading universities of the Russian Federation, with domestic research laboratories and engineering laboratories.

The engineering laboratory “Scientific center of radioecological researches” can increase the level and quality of university science. Performance of research projects allows young scientists – to bachelor, master and PhD-students to form and develop interest to informative, creative, experimentally-research activity. Such preparation allows to be orientated on science development, development of an education system and development of system of innovations of the Republic of Kazakhstan.

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THE PROBLEMATIC CONTEXT OF THE INCLUSIVE EDUCATION

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The creating of favourable conditions for training and education of children with special needs, appropriate to their condition and health, in particular, the introduction of inclusive education is one of the priorities of social policy. The inclusive approach to education is brought into being by different factors. Together, they can be identified as a social order of the society and the state which have reached a certain level of economic, cultural and legal development. This stage involves the reinterpretation of the relationship of the society and the state to people with special needs, the recognition of not only the equality of their rights, but also the awareness of the responsibility to ensure equal opportunities for such people in different areas of life, including education. Inclusion is a social concept which involves the unambiguity of understanding the purpose – the humanization of social relations and the acceptance of the rights of people with disabilities to quality co-education. Inclusion in education is the level of inclusion in the society, one of the humanitarian ideas of its development. The development of the inclusive education is not the creating of a new system but a qualitative and systematic change of the education system in whole. Nowadays much attention is paid to the interpretation of the term itself. This is a justified process. Professional thinking requires the detection of semantics of the activities. There are some important highlights. "Inclusion as an organizing principle of education is a social phenomenon of pedagogical character. Accordingly, inclusion is aimed not at the changing or correcting of the individual child, but at the adaptation of the educational and social environment to the capabilities of the child." Webster's New Unabridged Universal Dictionary defines inclusion as "the process by which something is included, that is involved, embraced, or becomes a part of something, as a part of the whole." As we can see, in the definitions presented above there is not a word about children with disabilities, special methods or a new form of education. According to the ideal canons, the inclusive education is not a form but a new formation with its philosophy, creation of opportunities and freedom of choice. I suppose that terminological disputes, which sometimes engender risks of misunderstanding, will lead to a content filling of the concepts and learning new things. The current stage of the development of the inclusive education is filled with a mass of contradictions and problems and it demands a professional open dialogue and constructive debate, taking into account the national experience and coordination of attitudes. In the developed Strategy of the inclusive education in Kazakhstan this stage is defined as the transitional period. An important point of this transition is the willingness of our schools to change. To develop the inclusive education practice it is necessary to create some systematic institutional changes that do not occur quickly. But the most difficult of them are the changes in the professional way of thinking and consciousness of people, from the psychology of

a teacher (the most difficult) and ending with economical and financial bases of the whole system. Implementation of the inclusive education is faced not only with the difficulties of organization of the so-called "barrier-free environment", but first of all with problems of social character. They include common stereotypes and prejudices, the willingness or unwillingness of teachers, children and their parents to admit new principles of education, and also a lack of systematic, complex psychological and pedagogical knowledge and technology, special monitoring studies related directly to the experience of the national inclusive education. Along with the declared philosophical bases and principles, the lack of inclusive education methodology creates a lot of issues related to distrust and criticism of the idea. Insufficiency of scientific research and monitoring data leads to unreliable assessment and deduction. At the stage of understanding and implementation of the inclusive education considerable applied researches can provide the knowledge about processes and results of qualitative changes, affect general concepts of capabilities and efficiency of the inclusive processes in education. Now the inclusive educational practice is rather limited, to a large extent experimental and therefore extremely unstable. It is necessary to study successful experience and detailed description of the processes and mechanisms of its launch and guidance. The Pavlodar Pedagogical Institute namely the department of Anatomy, Physiology and Defectology searches for the resolution of these issues, hoping for cooperation and scientific discussions with other educational groups. Besides that, the administrative, economic and methodological support for successful experience of the inclusive educational institutions is absolutely essential. An important characteristic of this stage of the development of the inclusive education is insufficient professional training of teachers of general education and specialists in its guidance who are able to implement the inclusive approach. They need a specialized complex assistance from experts in the field of correctional pedagogics, special and educational psychology, and also understanding and implementation of the approaches to the individualization of teaching children with special educational needs, the category of which, first of all, students with disabilities get in. But the most important thing for teachers in regular schools to learn is to work with different children and take into consideration this diversity in their pedagogical approach to each. "How" is the main question of practitioners and it does not always find a qualified answer for the present. Sometimes a pedagogical search, an experiment and innovative courage are necessary. In the national education there are two rich in content resources for the development of the inclusive approach to education – the experience of special and integrated education and technological experience of psychological and pedagogical guidance of participants of the educational process. Only professional communication of pedagogues from different educational systems may produce the mutual enrichment and empowerment of co- training and education.

One of the essential characteristics of these changes is the position of parents. Independence of parents' thinking determines the educational trajectory of a child with special needs, cooperating position of parents towards the school and their

responsibility for educational results. We want the parent to be a partner, but we often deprive him of his responsible choice. Then the recommendations of pedagogues become "sentenced" and the consultation does not offer opportunities and behavior options. In the development of the inclusive approach to education the position of parents will become more independent and active. The ability to organize a productive dialogue with parents, involve them into cooperation and discussion of conditions of children's education is an important goal of the school community. Today, the main directions of the resource support of the inclusive education in PSPI are:

1. Scientific and methodological support of the teaching staff.
2. Psychological support of all participants of the inclusive processes.
3. Planning the process of interaction between different levels of the educational system.
4. The development of practice-oriented technologies of individual training and psychological and pedagogical support of inclusion of children with special needs into the general educational environment.
5. Modeling of the components and content filling of the inclusive learning environment.

The problematic context of this direction is extensive and requires a great analysis of the system's capabilities. Careful and thoughtful theoretical experience of PSPI Department of Anatomy, Physiology and Defectology shows the willingness to solve these issues responsibly, with the understanding that the professional education can provide a person with disabilities with an opportunity to realize his life chances, and not to be a dependant of the society.

MODELLING AS THE BEST FORM OF VISUAL METHODS

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At teaching mathematics to pupils we should remember that despite huge importance of theoretical material it is recognized that solving problems is the most important method of forming at schoolchildren the system of basic mathematical knowledge and skills, the leading form of educational activity for pupils in the course of studying mathematics, one of the basic means of their mathematical development.

The efficiency of use of problems in teaching mathematics influences appreciably not only on the quality of teaching, educating and development of pupils of secondary school but also on degree of their practical readiness to the further activity in any sphere of national economy and culture.

Among all problems solved by pupils it is possible to allocate the problems at which solving it is necessary to go from the real situation reflected in the

condition, to its mathematical description, or to build its mathematical model. Such problems are called text or applied problems.

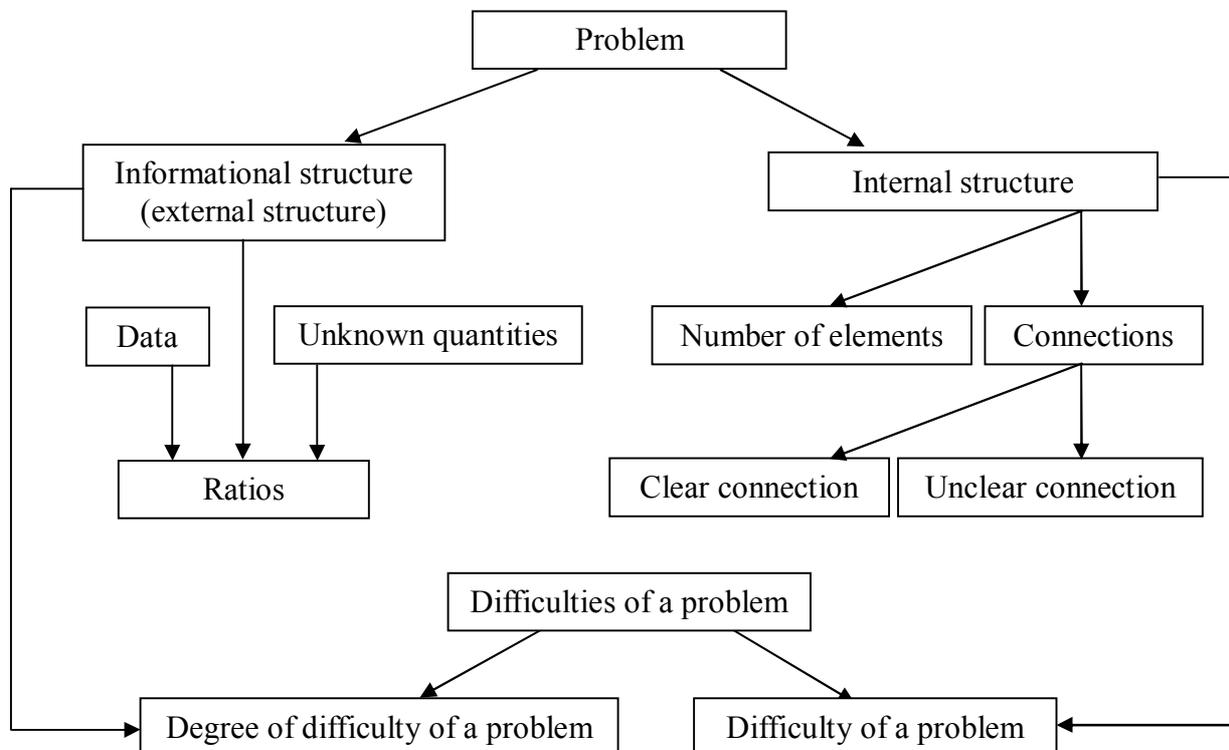
Problems with equations or text algebraic problems represent traditional section of the school course of mathematics. Solving these problems develops ability to carry out little researches independently, to develop logic thinking, quick-wittedness and keenness of observation, better understanding of idea of functional dependence and raises computing culture. While solving text problems skills of modelling of real objects and the phenomena are formed at pupils. The problem of studying text problems deserves the greatest attention as any text problem implements connection between theoretical material and practical use. To be able to solve text problems means to be able to apply mathematics in practice.

A school mathematical problem can be considered as a difficult object existing in the material form independently of the subject, as a system.

Understanding a problem as a system, you should keep the following in your mind: the Problem as a system represents not empty set of elements on which advance given relation is defined(realised) on.

The problem as a difficult object has not only an external structure (information structure), but also the internal structure.

Informational structure is data, unknown quantities and ratios between them, and also a basis (theoretical base) of solution and the way of solving a problem. It defines the degree of difficulty of the problem – one of the basic components of difficulty.



Picture 1. Structure of a problem

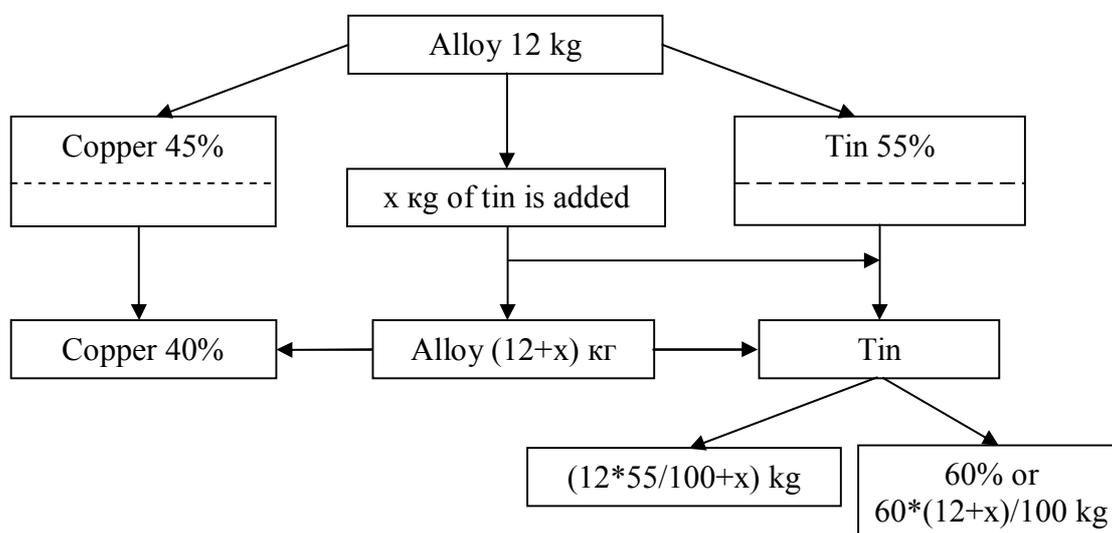
Visual methods play a great and irreplaceable role in teaching mathematics. Using various forms of visual aids leads to better perception of studied material by pupils.

Using visual aids in teaching mathematics has a range of particularities. Let's look at an example given in the book.

Problem 1.

There is a piece of alloy of copper and tin, which mass 12 kg containing 12% of copper. How many kilograms of pure tin should be added to this alloy in order to get a new alloy which contains 40% of copper?

The following structural model of risk of solving can be used for analysis the conditions of the problem and construction its mathematical model. This structural scheme shows all changes of the components of the alloy, and doing the analysis of the scheme helps to find the solution of this problem.



Picture 2. Structural scheme.

This scheme can be even simplified; as doing analysis of the problem we trace only the content of tin in the alloy. This problem is one of the easiest problems of this kind, so it is possible to make also a schematic model of analysis of the condition of the problem and search of its solution in form of a table.

Table 1.

Value	Primary alloy	Derived alloy
Alloy	12 kg	(12+x) kg
Tin	55% or $12 \cdot 55 / 100$	$(12 \cdot 55 / 100 + x)$ kg 60% or $(60 + 12 \cdot 100)$ kg

Practical use of this problem showed that pupils manage to make structural model of the problem more willingly and faster rather than a table. The tables made with the same method of approaching to solving the problem look very difficult and bulky, they don't reflect all necessary data and unknown values; that

results in forming the equations which do not correspond to the conditions of the problem and to wrong solution of the problem. However, in order to enable pupils to construct corresponding scheme-model, it is necessary to conduct preliminary work of introduction structural schemes as a mathematical model of the condition of a problem.

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TECHNOLOGIES OF NEUROLINGUISTIC PROGRAMMING IN TEACHING MATHEMATICS

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It is considered in pedagogy that the teaching process must form necessary cognitive processes and operations, develop attention and memory. But for some reasons it doesn't always happen.

In the most cases a psychologist or a teacher reveals, for example, a pupil's low level of generalization or inability to use cause-effect relations. However the reason of his inability to do it and the way it correlates with the fact that the pupil is not very good at Mathematics or Russian language can be explained neither by the psychologist nor by the teacher.

Perhaps, every school psychologist faced the situation when pupils having good results in all tests, including nowadays popular training tests, have serious problems with their study despite their sufficient motivation and diligence. What is the reason for it?

Searching the answers for these and some other questions led us to one of modern directions of psychology – neurolinguistic programming (NLP), where, as it seems to us, we found one of the clues both for diagnostics and for correction of the most of pupils' problems.

To our mind, the reason of why 70% of pupils face difficulties in their study, in the first place, is connected with contradiction of their modal type and the methods of teaching.

Conceptions and methods of approaching NLP may become the single language which will help teacher and pupil to find the maximal mutual understanding. Nowadays they speak as if different languages [1, p. 52-85].

NLP is art and science about personal mastery.

It is art because everybody brings his unique individuality and style in the work he does, and it is impossible to reflect in words or technologies.

It is science because there is a method and process of revealing the patterns used by outstanding persons in any field for achieving great results.

NLP is a practical art which lets achieve the results we aim to.

NLP appeared in the beginning of 1970s. It was the result of cooperation of John Grinder who was the assistant of professor of linguistics at university of California in Santa Cruise at that time and Richard Bandler, who was a student at the same university.

Together they studied the actions of three outstanding psychotherapists: Fritz Pearls, an innovator of psychotherapy and the founder of therapy school which is famous as of Gestalt-therapy; Virginia Satir, an unusual family therapist, who managed to solve such hard family relations which were considered to be unsolvable by other family therapists, and finally Milton Ericson, a world-known hypnotherapist.

The part “*neuro*” deals with the activity of neural cells of brain, 5 basic sense organs: sight, hearing, sense of touch, taste, sense of smell – these senses are used by us both in internal cogitative processes and in cognition of external world. All our understanding, everything which we describe as conscious activity goes through these neural windows to our brain.

“*Linguistic*” – this part shows what role is played by language both in our communication with the people around you and in the way we organize our thoughts. Neurolinguistic programming helps us to use everyday language for improving thinking process as well as for achieving more successful behavior.

“*Programming*” – emphasizes the fact that we are able to programme our thoughts and behaviour like a computer is programmed for solving particular problems [2, p 36-42].

According neurophysiological conceptions it is supposed that each person has his own basic channel of perception and information storage, his own so-called “representational system”. It is considered that it is the leading channel through which the basic stream of information gets to a person.

Representation defines how our experience is organized and how we describe the world. According to NLP it occurs in images (*visual* system), sounds (*audial* system) and sensations (*kinesthetics*). Sometimes intelligence is also noted in some works as a way of getting information and accordingly *rational or digital* system is marked out.

Rational channel of perception is considered to deal with logic and thinking of a person. Sometimes at analysis of the sensual channel of perception muscular and skin sensitivity, sense of smell and flavouring sensations are separated. In psychology the concept of "representational system" corresponds to the concept of "modality" [3, p. 27-36].

Nowadays the number of children of "extreme" visual type has considerably increased that in many respects is connected with an abundance of various computer games, television-game devices, liking for TV and video films. Parents significantly less often read book to their children and tell fairy tales.

It leads to the fact that by the beginning of study at school the acoustical channel of perception and information processing at many children is developed poorly, which in turn is compensated with development of the visual channel.

However, as we have already noted, it is considered that people differ according to their dominant channels of perception, storage and transfer of information. So according to some data the visual channel is prevalent at 40% of people, audial channel is prevalent at 40%, and kinesthetic channel is prevalent at 20% of people.

Historically the leading system of internal experience is kinesthetic (little children must experience everything themselves: the words "hot and "cold" get their sense only after personal testing). Later visual system becomes more popular.

It is supposed that social experience and knowledge cannot be transferred directly through sensations. Success of study (which is understood in NLP as volume of remembered information) supposedly depends on development of visual system as the key and representational one at the majority of people.

In NLP it is considered that even such at first sight "audial" skill as literacy depends on use of visual system: literate people first of all "see" that the word is written incorrectly, that is they store in memory the image of correct written words.

It is noted that social-effective people (businessmen, some scientists, successful sellers) use more actively visual system for representation of their experience. The representatives of visual-kinesthetic type are more effective as communicators: they "feel" the audience while they see it.

People of rational type often happen to be effective in the special high-formalized areas of knowledge (physics, cybernetics), since high level of formalisation does not suppose bringing in personal experience, anxiety; and it is more important what to speak, and the more formally it is, the more correct it is considered to be in professional communications.

Students have different cognitive styles, which is showed both in strategy of studying new material and in operating different psycholinguistic styles.

A teacher should be able to identify the style of a pupil and to use the methods which are the most suitable to this pupil or for this group of pupils.

Advantage of NLP over the majority of other methods of approaching to the teaching techniques is that in the centre of attention there are formal features of internal processes of perception instead of concrete maintenance of information. Another feature of NLP is a tendency to mobilise internal unconscious resources of pupils for forming new, more effective ways of teaching.

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DETERMINATION AND QUANTIFICATION OF TRACE ELEMENTS, BY ICP_MS, IN THE RIVER WATER OF SARZHAL AND AKZHAR VILLAGES

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Water is essential for life and its quality has great impact on public health and safety [1]. This is especially important in East Kazakhstan, because of nuclear tests that were carried out at the Semipalatinsk Test Site.

The Semipalatinsk Test Site (STS) covers a portion of the northwestern part of the East Kazakhstan oblast (formerly known as the Semipalatinsk oblast), as well as parts of the Pavlodar and Karaganda oblasts. The STS covers an area of 18 500 sq. km and represents 54%, 39% and 7% of each previously stated oblast respectively.

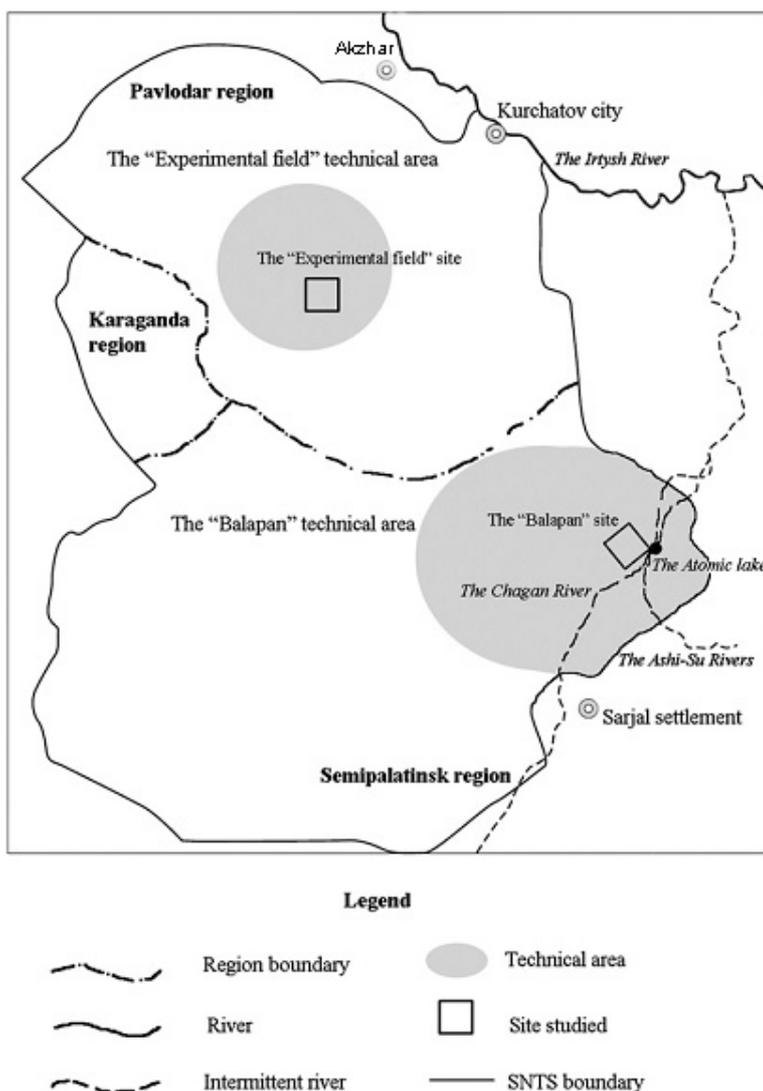


Fig.1. Scheme of STS

A reported 498 nuclear tests were conducted by the Soviet Union at the STS between 1949 and 1989 (a 40-year period). The first nuclear test conducted at STS, on 29 August 1949, was a plutonium bomb which yielded about 22 kT of explosive power. Between 1949 and 1962, the Soviet Union conducted 118 atmospheric nuclear and thermonuclear tests, 26 of them near the ground. The approximate cumulative explosive yield of these tests, 6.4 MT, is about 6 times greater than the explosive yield of the above ground tests at the Nevada Test Site and represents about 6% of the yield of the tests conducted in the Marshall Islands. In 1965 two additional atmospheric tests with deliberate soil excavation were conducted. Although above-ground testing stopped in 1962, vented underground detonations continued up to 1989. The last test took place on 12 February 1989 and resulted in a leakage of large amounts of the radioactive noble gases xenon and krypton. The radionuclides emanating from these tests resulted in atmospheric and environmental contamination. Testing at the site ceased in 1989, and in July 2000 an international team of scientists conducted a controlled detonation of 100 tons of explosives in the last remaining tunnel of the test site, effectively ending Kazakhstan's status as a nation capable of testing and launching nuclear weapons [2].

In addition to nuclear bomb testing, on range confidential fighting test involving radioactive substances (either sprayed by means of aerial bombs or artillery shells) were conducted. All of these activities have been damaging to health: experts estimate that 1.2 to 1.6 million inhabitants have been subjected repeatedly to large doses of ionising radiation. The test site also negatively impacted the health of the population through chronic exposures.

The 40 years of nuclear weapon testing on STS caused irreparable damage to the health of humans and the environment (increased diseases and death rate). Nuclear testing even caused detrimental effects to subsequent generations. The whole territory of Semipalatinsk and adjacent to the test site territories of Pavlodar, East-Kazakhstan and Karaganda regions had been classified as a zone of ecological calamity. Mitigation of these effects are addressed by the State program through a complex set of measures, including health precaution, treatment, rehabilitation, social protection of people and social-economical improvement of the regions [3].

Since 1989 by the decree of the President of the Republic of Kazakhstan (Nursultan A. Nazarbaev), nuclear tests have stopped at the STS, but the test site still affect the environment in the Central, East Kazakhstan and Altai (Russia), also on safety of the population living in territory of test site and near.

Contaminated territories are considered those territories, which have effective equivalent radiation dose of population more than 0.1 rem for all period of nuclear testing.

Depending on the rate of equivalent dose contaminated territories subdivided on the next zones:

- zone of extreme radiation risk;
- zone of maximal radiation risk;
- zone of high radiation risk;

- zone of minimal radiation risk;
- territory with privilege social-economic status [4].

Sarzhai village is situated on the south-east border of STS. It is known, that this place was exposed to radioactive contamination of nuclear testings, the most great of them was the testing of the first thermonuclear explosion on August 23, 1953.

Besides, the potential radiation sources for the population of this village are the places for explosions – Tel’kem 1 and Tel’kem-2, which are situated at several dozen km from Sarzhai.

After the explosions on these places 2 craters were created and then filled with groundwater. Visual examinations testify drinking water from these craters by animals.

Another radiation hazard for the population is the nearness of Degelen mountains where in the tunnels were carried out more than 200 nuclear explosions and in present days the radiation effect still continue contaminate the territory.

The migration of radionuclides through the groundwater may contaminate the soil and water of Sarzhai. [5]

2. Materials and methods

Trace elements were identified and quantified using inductively coupled plasma mass spectrometry (ICP-MS). The instrument used was a Varian-820 MS. Table 1 provides a list of the operating parameters used.

Table 1 – Operating parameters of ICP-MS

Flow Parameters	(L/min)
Plasma Flow	17,5
Auxiliary Flow	1,70
Sheath Gas	0,20
Nebulizer Flow	1,00
Torch Alignment	(mm)
Sampling Depth	6,5
Other	
RF Power (kW)	1,40
Pump Rate (rpm)	5
Stabilization delay (s)	10

Aqueous standards were prepared from Custom-Grade Multi-element Solutions Varian Calibration Standard 1 (Var Cal 1) and ICP-MS Complete Standard (IV-ISPMS-71 A).

Sample collection and preparation

Water samples were collected from the rivers of Akzhar and Sarzhai villages during the summer of 2012. The sample volumes taken were between 1.5 and 2.0 L, the ambient temperature was 25°C, the water temperature was 18°C (river of Sarzhai village) and the ambient temperature was 23°C, the water temperature was

17°C (river of Akzhar village). The samples were collected by pouring water into plastic bottles. The bottles were then labeled and transported to the laboratory. The samples were kept at ambient temperature during the transport and storage. Figure 2 are pictures taken A) while collecting radiometric data and B) while collecting a water sample.



Fig.2 Radiometric measurement (A) and water sampling (B)

3. Results and discussion

Table 2 – Concentration of trace elements in water, $\mu\text{g/L}$

Trace element	Akzhar	Sarzhal	Maximum allowable concentration
Na	288,624	24,294	2000
Mg	27,794	13,91	20
Al	0,014	0,0019	0,5
P	0,109	0,0031	0,0001
K	2,95	2,46	30
Ca	51,84	70,05	3,5
V	0,005	0,0045	0,1
Cr	0,006	0,00458	0,5
Mn	0,0012	0,0024	0,1
Fe	0,154	0,27	0,3
Co	0,00017	0,00019	0,1
Ni	0,00095	0,0016	0,1
Cu	0,047	0,0057	1
Zn	0,021	0,03	5
As	0,0067	0,004	0,05
Se	0,082	0,0029	0,01
Rb	0,0021	0,00039	0,1
Sr	0,625	0,65	7
Ag	0,00003	0,000028	0,05
Cd	0,0000056	0,000031	0,001
Ba	0,004	0,042	0,1
Pb	0,000068	0,00081	0,03

According to the table the concentration of trace elements in the river water of Sarzhal and Akzhar villages are in allowable level. However, the concentration of phosphorus and selenium are higher than maximum allowable concentration.

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