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ПРОЦЕСС ФОРМИРОВАНИЯ ЭЛЕМЕНТАРНЫХ МАТЕМАТИЧЕСКИХ ПРЕДСТАВЛЕНИЙ

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Аннотация

В статье дана характеристика содержания понятия «процесс формирования элементарных математических представлений». Исследована эффективность процесса формирования элементарных математических представлений у дошкольников. Разработан комплекс средств, способствующих формированию элементарных математических представлений у дошкольников.

Ключевые слова: процесс, формирование, элементарные математические представления.

Понятие «формирование элементарных математических представлений» включает взаимосвязанные и взаимообусловленные действия, представления о пространстве, форме, величине, времени, количестве, их свойствах и отношениях, которые необходимы для формирования в процессе овладения и выполнения тех видов деятельности, для которых они необходимы. По словам Л.С. Выготского, научные понятия не усваиваются и не заучиваются ребенком, не берутся памятью, а возникают и складываются с помощью величайшего напряжения всей активности его собственной мысли [1]. Основные логические структуры мышления формируются в возрасте от 5 до 11 лет. При этом именно в математике заложены возможности для развития мышления детей, формирования и развития его логических структур. Результатом обучения математике являются не только знания, но и определенный стиль мышления. Дети дошкольного возраста спонтанно проявляют ин-

терес к математическим категориям: количество, форма, время, пространство, которые помогают им лучше ориентироваться в вещах и ситуациях, упорядочивать и связывать их друг с другом, способствуют формированию понятий. Элементарные математические представления складываются у детей рано, т.к. речь изобилует математическими понятиями: круг, шар, квадрат, угол, прямая, кривая и т.д. уже к четырем годам у дошкольников есть некоторый «багаж» элементарных математических представлений, который необходимо обобщить и систематизировать.

У ребенка должны быть воспитаны устойчивый интерес к знаниям, умение пользоваться ими и стремление самостоятельно их приобретать. Под математическим развитием дошкольников понимаются качественные изменения познавательной деятельности ребенка, которые происходят в результате формирования элементарных математических представлений, связанных с ними логических операций. Математическое развитие – значимый компонент формирования «картины мира» ребенка. Одна из важных задач воспитателей и родителей – развить у ребенка интерес к математике в дошкольном возрасте. Приобщение к этому предмету в игровой и занимательной форме помогает ребенку в дальнейшем быстрее и легче усваивать школьную программу [2; 3; 4]. Особую остроту этой проблемы подчеркивал Л.С. Выготский, характеризуя возникающий в дошкольном возрасте тип обучения как промежуточный между спонтанным, свойственным ребенку раннего возраста, и реактивным, присущим школьному возрасту [1]. Ребенок в дошкольном возрасте уже может обучаться по программе, задаваемой взрослым, однако лишь в силу того, как программа взрослых становится его собственной программой, сливается с естественным ходом развития ребенка. Этот тип обучения Л.С. Выготский называл спонтанно-реактивным. И если для воспитанника цель – в самой игре, то для взрослого, организующего игру, есть и другая цель – развитие детей, усвоение ими определенных знаний, формирование умений, выработка тех или иных качеств личности. Характер этого противоречия и определяет воспитательную ценность игры: если достижение дидактической цели будет осуществимо в игре как деятельности, заключающей цель в самой себе, то воспитательная ее ценность будет более значимой. По словам Л.С. Выготского, научные понятия не усваиваются и не заучиваются ребенком, не берутся памятью, а возникают и складываются с помощью величайшего напряжения всей активности его собственной мысли [1]. При этом математика может и должна играть особую роль в гуманизации образования, в его ориентации на воспитание и развитие детской личности. Особая роль математики – в умственном воспитании, в развитии интеллекта. Знания необходимы ребенку не ради знания, а как важная составляющая личности, включающая умственное, нравственное, эмоциональное (эстетическое) и физическое воспитание. Обучению дошкольников

основам математики отводится важное место. Это вызвано целым рядом причин: началом школьного обучения с шести лет, обилием информации, получаемой ребенком, повышенное внимание к компьютеризации, желанием сделать процесс обучения более интенсивным. Крутецкий В.А. выделил девять компонентов математических способностей [1; 5]:

1) способность к формализации математического материала, к отделению формы от содержания абстрагированного, от конкретных количественных отношений и пространственных форм и оперированию формальными структурами, структурами отношений и связей;

2) способность обобщать математический материал, вычленять главное, отвлекаясь от несущественного, видеть общее во внешне разном;

3) способность к последовательному, правильно расчлененному логическому рассуждению, связанному с потребностью в доказательстве, обосновании, выводах;

4) способность сокращать процесс рассуждения, мыслить развернутыми структурами, мыслить свернутыми структурами;

5) способность сокращать процесс рассуждения, мыслить развернутыми структурами, мыслить свернутыми структурами;

6) способность к обратимости мыслительного процесса (к переходу с прямого на обратный ход мысли);

7) гибкость мышления, способность к переключению от одной умственной операции к другой. Свобода от сковывающего влияния шаблонов и трафаретов;

8) математическая память – память на обобщенные формализованные структуры, логические схемы;

9) способность к пространственным представлениям.

До настоящего времени в дошкольных образовательных программах речь не шла о свойствах времени, которые могут быть усвоены детьми, а постижение данного феномена осуществлялось через практическую деятельность самого ребенка. В восприятии времени участвуют три перцептивных действия: оценка, отмеривание и воспроизведение временного интервала:

– при оценке человек словесно определяет продемонстрированный ему материал (например, 1 минута);

– при отмеривании сам оценивает названный ему материал;

– при воспроизведении повторяет продемонстрированный ему интервал.

Учение А.Н. Леонтьева о значениях времени и пространства как знаков жизнедеятельности человека, определяющих характер его отношений с миром, показывает, что объективный мир, который является четырехмерным (трехмерное пространство и время), имеет еще одно, пятое квазиизмерение в отношении к челове-

ку. Предметный мир открывается человеку как система значений. Значения выступают для каждого отдельного индивида в двух ипостасях: как «вне – его – существующее» и как то, что входит в его образ мира. Содержание образования в контексте культуры содержит то значение, о котором говорил А.Н. Леонтьев и С.Л. Рубинштейн, с нашей точки зрения, и является ценностью, знаком, эталоном, которые определяют поведение человека, регулируют отношения с миром и становятся ориентирами в жизни людей. Именно они существуют вне времени и вне пространства. Однако процесс познания этих ценностных смыслов, создающих у ребенка образ мира, осуществляется в детстве и обеспечивает ему возможность существования в этом мире. А.Н. Леонтьев говорил о том, что мир, взятый в отношении к человеку, является модальным, то есть субъективным и обнаруживается он в специфических эффектах, реципирующих органов субъекта – зрительных, слуховых, тактильных. Ребенок познает мир благодаря индивидуальным способам действий, которыми он заполняет пространство между собой и объектом (субъектом), который он хочет постичь.

Постижение смысла произведений, установление логической связи человек – произведение искусств обеспечивается благодаря связности и единству данного взаимодействия в определенном пространственно-временном отрезке. Именно в этом пространственно-временном отрезке решающее значение приобретает активное использование субъектом предметов – орудий и собственных индивидуальных действий, обеспечивающих единство «психики и мозга». Это создает ситуацию взаимоперехода ценностных и личностных смыслов, психического и художественного, объектного и субъектного, в которой пространство и время «оживают» в реальных художественных знаках, символах, эмоциях, смыслах и приобретают личностную значимость для человека. Детям уже в дошкольном возрасте жизненно необходимо научиться самим ориентироваться во времени: определять, изменять время (правильно обозначая в речь), чувствовать его длительность (чтобы регулировать и планировать деятельность во времени), менять темп и ритм своих действий в зависимости от наличия времени. По мнению Д.Б. Эльконина, для познания разных сторон времени нужна функция различных корковых структур мозга. Наименьшей точностью характеризуется словесная оценка интервала времени. Самое же точное восприятие времени наблюдается при воспроизведении временного интервала. Это обусловлено тем, что при оценке и отмеривании человек внутренне считает, соотносит интервал с эталоном, хранящимся в памяти, а при воспроизведении, кроме внутреннего сличения, имеется возможность сопоставлять с продемонстрированным материалом. Для приобретения опыта подчинения времени своей деятельности и действиям ребенку необходимо с раннего детства научиться ценить время, понимать его необратимость и мгновенность, подчинять свои дей-

ствия времени и время своим целям [1; 6; 7]. В работах А.А. Люблинской отмечалось, что дети дошкольного возраста испытывают трудности в восприятии времени и у них относительно поздно развиваются временные представления, как тягучесть, текучесть, необратимость (невозможность вернуть прошедшее и поменять местами настоящее и будущее), периодичность, одномерность [1; 6; 7].

Восприятие детьми этих особенностей весьма затруднено из-за отсутствия наглядных форм, не подлежит чувственному созерцанию, поэтому воспринимается опосредованно, через движение или какую-то деятельность, связанную с определением времени или через чередование каких-то постоянных явлений. У дошкольников образуется ясное для конкретных событий представление о прошедшем, настоящем и будущем. Что же касается представлений о более длительных промежутках времени, то даже у старших детей они не точны. Тем более, весьма смутные их представления о далеком прошлом. Однако интерес к прошедшему у детей имеется, но по-разному локализуется во времени у разных детей, что в значительной мере зависит от того, уделяют ли взрослые внимание ознакомлению детей с временными отношениями, ведут ли с ними беседы о локализации времени различных известных ребенку событий.

Дети шести-семи лет уже правильно пользуются временными наречиями, но не все временные категории осознаются одновременно и правильно отображаются в речи детей. Лучше усваиваются наречия, обозначающие скорость и локализацию событий во времени, хуже наречия, выражающие длительность и последовательность. Это развитие протекает особенно интенсивно между шестью и семью годами жизни ребенка, если этим процессом управлять. Однако такая дифференцировка временных отношений в дошкольном возрасте формируется еще медленно и в значительной степени зависит от общего умственного и речевого развития детей.

Чувство времени имеет большое значение: оно является способом самостоятельного определения необходимого времени на то или иное занятие, игру, решение какой-то практической задачи в повседневной жизни. В разных видах деятельности чувство времени выступает то как чувство темпа, то как чувство ритма, то как чувство скорости. Для нашего исследования это положение является весьма значимым, так как, взяв основным педагогическим средством формирования представлений о времени и пространстве искусство, мы хотим отметить тот факт, что именно оно создается благодаря таким средствам выразительности, как темп, ритм, композиция, линия и т.п. Все это, с нашей точки зрения, и обеспечивает ребенку усвоение таких свойств времени и пространства, как протяженность, текучесть, длительность и т.п. В формировании этого чувства определенную роль играет накопленный опыт дифференцировки времени на основе деятельности многих анализаторов. Так, чувство времени наряду с чувственным восприятием вклю-

чает и логические компоненты: знание мер времени. Таким образом, чувство времени опирается на взаимодействие первой и второй сигнальных систем. Чувство времени может находиться на разных ступенях развития. В раннем возрасте оно формируется на основе богатого чувственного опыта без опоры на знания эталонов времени. Младенец кричит, так как настало время кормления. Ребенок спит, он спокойно лежит, улыбается. У него еще нет обобщения чувства времени, оно связано только с той конкретной деятельностью, в которой оно сформировалось, для старших детей это игры и специальные упражнения на время, то есть чувство времени имеет сравнительно узкую сферу применения. Это чувство развивается и совершенствуется в практической деятельности человека. Итак, с точки зрения психологической науки, восприятие времени, с одной стороны, опирается на чувствительную основу, а с другой – на освоение общепринятых эталонов оценки времени. Чувственному восприятию времени способствуют все основные процессы нашей органической жизни, обладающие строгой периодичностью (ритм, дыхание, биение сердца). Самое общее понимание пространства и времени опирается на наш непосредственный эмпирический опыт. Понятие пространства возникает как из характеристики отдельного взятого тела, всегда имеющего протяженность, так и из факта вне положенности множества существующих объектов, имеющих разное пространственное положение. Таким образом, пространство – форма бытия материи, характеризуемая такими свойствами, как протяженность, структурность, сосуществование и взаимодействие. Понятие времени также возникает как из сравнения различных состояний одного и того же объекта, который в результате длительности своего существования неизбежно меняет свои свойства, так и из факта сменяющейся последовательности разных объектов в одном и том же месте. Время, таким образом, тоже есть форма бытия материи, характеризуемая такими свойствами изменения и развития систем, как длительность, последовательность смены состояний. Понятия пространства и времени соотносительны: в понятии пространства отражается координация различных, неположенных друг другу объектов в один и тот же момент времени, а в понятии времени отражается координация сменяющих друг друга объектов в одном и том же месте пространства.

Я.А. Коменский в своей Великой дидактике указывал, что в первые 6 лет жизни ребенка должна быть заложена основа для многих последующих занятий. Определяя содержание этой основы, Я.А. Коменский отметил, что в период так называемой Материнской школы с ребенком необходимо пройти первые шаги хронологии. Он указывал, что обучение дошкольников различению времени должно проводиться в виде бесед родителей с детьми, в которых взрослые в понятной форме объясняют, показывают и называют явления окружающего мира. И.Г. Песталоцци указывал, как и Я.А. Коменский, на такой же объем временных знаний

для дошкольников; считал усвоение ребенком временных отношений и развитие на этой основе его речи одним из важнейших средств познания и элементарного обучения [1; 8].

По мнению Ф. Фребеля, первые временные представления ребенок должен усвоить в процессе деятельности, в играх и занятиях с дидактическим материалом. Еще более узкий объем знаний указывает М. Монтесори, предлагая учить детей понимать слова: «до, после, чаще, реже», правильно употреблять «сегодня, завтра, вчера». Предлагает знакомить с метром, сантиметром, а вот необходимость соизмерения временных величин детьми дошкольного возраста отрицала. Мы видим, что в зарубежной педагогике авторы придерживались прагматического подхода к освоению детьми пространственно-временных отношений – через действия с предметами [1; 9].

К.Д. Ушинский предлагает знакомить детей 7 года жизни с понятиями: сутки, неделя, месяц, год, а также тысячелетие и понятиями, определяющими возраст людей: младенец, дитя, отрок, юноша, девушка, мужчина, женщина, старик, старуха. Он указывал на важную роль чувственного опыта ребенка и степень овладения им речью [1; 9].

Разработанная А.М. Леушиной в 40-е годы концепция формирования количественных представлений была существенно дополнена в 60-е и 70-е годы за счет научно-теоретической и методической разработки проблемы развития пространственно-временных представлений у дошкольников. В дальнейшем под руководством А.М. Леушиной были разработаны содержание и методы формирования у детей пространственных и временных представлений, обучения измерению объектов, массы тел, обеспечивающие умственное и всестороннее развитие детей. Усвоение дошкольниками содержания абстрактных знаний осуществлялось в основном через усвоения практических действий. Хотелось бы отметить, что содержание математических знаний для дошкольников, в частности, о времени и пространстве, в образовательных программах А.М. Леушиной было представлено достаточно полно и разнообразно. Это пополнило содержание дошкольного образования и явилось существенным отличием от образовательных программ за рубежом. Т.Д. Рихтерман также раскрывает основные особенности восприятия детьми времени, уточняет задачи, предлагает интересные приемы работы. Однако она предлагает ознакомление с частями суток на наглядной основе – использование картинок с отражением деятельности детей в различные части суток, затем – предлагает пейзажные картинки, где дети ориентируются по основным природным показателям: цвет неба, положение Солнца на небосклоне, степень освещенности дня. Современная система образования широко использует искусство как педагогически ценное средство развития личности ребенка. Именно искусство, отра-

жающее художественный образ времени и пространства жизнедеятельности людей, позволяет ребенку открыть новые культурно-философские грани данных понятий [1; 10].

Познание пространства и времени в культурно-исторической концепции позволяет активизировать процесс развития ребенка и закладывать основы философско-логического мышления, начиная с дошкольного детства.

Современная программа по математике направлена на развитие и формирование математических представлений и способностей, логического мышления, умственной активности, смекалки, то есть умения делать простейшие суждения, пользоваться грамматически правильными оборотами речи. В математической подготовке, предусмотренной программой, наряду с обучением детей счету, развитием представлений о количестве и числе в пределах первого десятка, делению предметов на равные части большое внимание уделяется операциям с наглядным материалом, проведению измерений с помощью условных мерок, определению объема жидких и сыпучих тел, развитию глазомера ребят, их представлений о геометрических фигурах, о времени, формированию понимания пространственных отношений. На занятиях по математике воспитатель осуществляет не только образовательные задачи, но и решает воспитательные. Педагог знакомит дошкольников с правилами поведения, воспитывает у них старательность, организованность, привычку к точности, сдержанность, настойчивость, целеустремленность, активное отношение к собственной деятельности.

Работу по развитию у детей элементарных математических представлений воспитатель организует на занятиях и вне занятий: утром, днем во время прогулок, вечером; 2–3 раза в неделю. Педагоги всех возрастных групп должны использовать все виды деятельности для закрепления у ребят математических знаний. Например, в процессе рисования, лепки, конструирования у детей закрепляются знания о геометрических фигурах, числе и размере предметов, об их пространственном расположении; пространственные представления, счетные навыки, порядковый счет – на музыкальных и физкультурных занятиях, во время спортивных развлечений. В различных подвижных играх могут быть использованы знания детей об измерениях условными мерками величин предметов. Для закрепления математических представлений воспитатели широко используют дидактические игры и игровые упражнения отдельно для каждой возрастной группы. В летний период программный материал по математике повторяется и закрепляется на прогулках, в играх. В основе методики обучения математическим знаниям лежат общедидактические принципы: систематичность, последовательность, постепенность, индивидуальный подход. Предлагаемые детям задания последовательно, от занятия к занятию, усложняются, что обеспечивает доступность обучения. При переходе к но-

вой теме не следует забывать о повторении пройденного. Повторение материала в процессе изучения нового не только позволяет углубить знания детей, но и дает возможность легче сосредоточить внимание на новом. На занятиях по математике воспитатели используют различные методы (словесный, наглядный, игровой) и приемы (рассказ, беседа, описание, указание и объяснение, вопросы детям, ответы детей, образец, показ реальных предметов, картин, дидактические игры и упражнения, подвижные игры). Большое место в работе с детьми всех возрастных групп занимают методы развивающего обучения. Это и систематизация предлагаемых им знаний, использование наглядных средств (эталонных образцов, простейших схематических изображений, предметов-заместителей) для выделения в реальных предметах и ситуациях различных свойств и отношений, применение общего способа действия в новых условиях.

Если педагоги сами подбирают наглядный материал, им при этом следует строго соблюдать требования, вытекающие из задач обучения и особенностей возраста детей. Эти требования следующие:

– достаточное количество предметов, используемых на занятии;

– разнообразие предметов по размерам (большие и маленькие);

– обыгрывание с детьми всех видов наглядности до занятия в разные отрезки времени, с тем, чтобы на занятии их привлекала только математическая сторона, а не игровая (при обыгрывании игрового материала нужно указать ребятам его назначение);

– динамичность (ребята действуют с предложенным им предметом в соответствии с заданиями воспитателя, поэтому предмет должен быть прочным, устойчивым, чтобы его можно было переставить, перенести с места на место, взять в руки);

– художественное оформление. Наглядный материал должен привлекать детей эстетически. Красивые пособия вызывают у ребят желание заниматься с ними, способствуют организованному проведению занятий и хорошему усвоению материала. Для умственного развития дошкольников большое значение имеют занятия по развитию элементарных математических представлений. На занятиях по этому разделу программы дети не только занимаются усвоением навыков счета, решением и составлением простых арифметических задач, но и знакомятся с геометрическими формами, понятием множества, учатся ориентироваться во времени и пространстве. На этих занятиях в значительно большей степени, чем на других, интенсивно развивается сообразительность, смекалка, логическое мышление, способность к абстрагированию, вырабатывается лаконичная и точная речь. «Программа воспитания и обучения в детском саду» предусматривает преемственную связь с программой по этому предмету для 1 класса школы. Если ребенок не усво-

ил какое-либо правило или понятие, то это неизбежно повлечет за собой его отставание на занятиях по математике в школе.

Задача воспитателя детского сада, проводящего занятия по математике, – включить всех детей в активное и систематическое усвоение программного материала. Для этого он, прежде всего, должен хорошо знать индивидуальные особенности детей, отношение их к таким занятиям, уровень их математического развития и степень понимания ими нового материала. Индивидуальный подход в проведении занятий по математике дает возможность не только помочь детям в усвоении программного материала, но и развить их интерес к этим занятиям. Обеспечить активное участие всех детей в общей работе, что ведет за собой развитие их умственных способностей, внимания, предупреждает интеллектуальную пассивность у отдельных ребят, воспитывает настойчивость, целеустремленность и другие волевые качества. Воспитатель должен заботиться о развитии у детей способностей к проведению счетных операций, научить их применять полученные ранее знания, творчески подходить к решению предложенных заданий. Все эти вопросы он должен решать, учитывая индивидуальные особенности детей, проявляющиеся на занятиях по математике.

Обучение и воспитание ребенка – одно из возможных средств управления им. Образовательные программы для дошкольных учреждений ориентируют педагогов настойчиво и последовательно учить детей замечать время, соотносить с временем игры, занятия, повседневной жизни, приучать детей отдавать отчет о том, что сделано и могло быть сделано в то или другое время. Это вовсе не означает, что нужно постоянно говорить о времени, контролировать детей. Нужно так организовать жизнь, чтобы она была содержательна, интересна и полезна для развития у детей чувства времени. Чувство времени в общем его определении представляет способность ориентироваться при выполнении действий на определенное время без показания специальных приборов и вспомогательных средств. Воспитание чувства времени осуществляется на протяжении всего процесса формирования представлений о времени и неотделима от него.

Во второй младшей группе работа с детьми трех лет по развитию элементарных математических представлений в основном направлена на развитие представлений о множестве. Ребят учат сравнивать два множества, сопоставлять элементы одного множества с элементами другого, различать равенство и неравенство групп предметов, составляющих множество. Программный материал второй младшей группы ограничен дочисловым периодом обучения. Дети этого возраста учатся составлять группы из отдельных предметов и выделять предметы по одному: различать понятия «много» и «один». При сравнении двух количественных групп с по-

мощью приемов наложения и приложения определять их равенство и неравенство по числу входящих в них элементов.

Дети учатся составлять группу однородных предметов и выделять из нее один предмет, правильно отвечать на вопрос «сколько?». Эта задача решается в основном в игровой и практической деятельности. Существует множество игр, в которых дети учатся выделять один предмет, составлять группу предметов, овладевают терминами «один» и «много». Например: «Медведь и пчелы», «Фонарики», «Поезд», «Кот и мыши» и т. п.

Раздел программы «Величина» связан с развитием первоначальных представлений у дошкольников о величине предметов контрастных и одинаковых размеров по длине, ширине, высоте, толщине, объему (больше, меньше, одинаковые по величине). Дети учатся словом определять величину предметов: длинный – короткий, широкий – узкий, высокий – низкий, толстый – тонкий, больший – меньший.

На каждом занятии обязательно давать детям геометрические фигуры в паре: например, круг и квадрат или квадрат и треугольник, треугольник и круг. Первые сведения о геометрических фигурах дети получают во время игры. На основе накопленного на основе занятий опыта детей знакомят с названиями плоскостных геометрических фигур (квадрат, круг, треугольник). Учат выделять, различать и называть эти фигуры. Важно, чтобы ребята обследовали эти фигуры зрительным и двигательно-осязательным анализаторами. Дошкольники обводят контур, проводят рукой по поверхностям моделей – таким образом, происходит общее восприятие формы. Для сравнения фигур следует использовать приемы приложения и наложения. Пространственные представления в группе детей четвертого года жизни целесообразно развивать, используя повседневную жизнь, режимные моменты, дидактические, подвижные игры, утреннюю гимнастику, музыкальные и физкультурные занятия. К концу учебного года дети должны научиться четко различать пространственные направления от себя: вперед, назад (сзади), направо, справа, налево, слева, вниз, снизу, а также части своего тела, их названия. Особое значение приобретает различение правой и левой рук, правой и левой частей своего тела. В разделе «Ориентировка во времени» в основном предусматривается обучение детей умению различать части суток и называть их: утро, вечер, день и ночь. Этими понятиями ребята овладевают в повседневной жизни, при проведении режимных моментов.

Во второй младшей группе начинают проводить специальную работу по формированию элементарных математических представлений. От того, насколько успешно будет организовано первое восприятие количественных отношений и пространственных форм реальных предметов, зависит дальнейшее математиче-

ское развитие детей. Современная математика при обосновании таких важнейших понятий, как «число», «геометрическая фигура» и т. д., опирается на теорию множеств, в связи с чем формирование понятий в школьном курсе математики происходит на теоретико-множественной основе. Выполнение детьми дошкольного возраста различных операций с предметными множествами позволяет в дальнейшем развить у малышей понимание количественных отношений и сформировать понятие о натуральном числе. Умение выделять качественные признаки предметов и объединять предметы в группу на основе одного общего для всех их признака – важное условие перехода от качественных наблюдений к количественным. Работу с детьми начинают с заданий на подбор и объединение предметов в группы по общему признаку. Пользуясь приемами наложения или приложения, дети устанавливают наличие или отсутствие взаимнооднозначного соответствия между элементами групп предметов (множеств).

В современном обучении математике в основе формирования понятия о натуральном числе лежит установление взаимнооднозначного соответствия между элементами сравниваемых групп предметов. Детей не учат считать, но, организуя разнообразные действия с предметами, подводят к усвоению счета, создают возможности для формирования понятия о натуральном числе.

Программа средней группы направлена на дальнейшее формирование математических представлений у детей. Она включает обучение счету до 5 на сравнении двух множеств, выраженных смежными числами. Важной задачей в этом разделе остается умение устанавливать равенство и неравенство групп предметов, когда предметы находятся на различном расстоянии друг от друга, когда они различны по величине и т. д. Решение этой задачи подводит детей к пониманию абстрактного числа. Группировка предметов по признакам вырабатывает у детей умение сравнивать, осуществлять логические операции классификации. В процессе разнообразных практических действий с совокупностями дети усваивают и используют в речи простые слова и выражения, обозначающие уровень количественных представлений: много, один, по одному, ни одного, совсем нет, мало, такой же, одинаковый, столько же, поровну; столько, сколько; больше, чем; меньше, чем; каждый из.., все, всех. Ребята средней группы должны научиться называть числительные по порядку, соотносить каждое числительное только с одним предметом. В конце счета подводить итог его круговым движением и именовать названием пересчитанных предметов (например, «одна, две, три. Всего три куклы»). При подведении итога счета всегда обращать внимание на то, чтобы дети всегда первым называли число, а потом – предмет. Детей учат отличать процесс счета от итога счета, считать правой рукой слева направо, в процессе счета называть только числи-

тельные, правильно согласовывать числительные с существительными в роде, числе, падеже, давать развернутый ответ.

Одновременно с обучением счету формируется и понятие о каждом новом числе путем добавления единицы. В течение всего учебного года повторяется количественный счет до 5. При обучении счету на каждом занятии следует уделить особое внимание таким приемам, как сравнение двух чисел, сопоставление, установление равенства и неравенства их, приемы наложения и приложения. Программа старшей группы направлена на расширение, углубление и обобщение у детей элементарных математических представлений, дальнейшее развитие деятельности счета. Детей учат считать в пределах 10, продолжают знакомить с цифрами первого десятка. На основе действий с множествами и измерения с помощью условной меры продолжается формирование представлений о числах до десяти. Образование каждого из новых чисел от 5 до 10 дается по методике, используемой в средней группе, на основе сравнения двух групп предметов путем попарного соотнесения элементов одной группы с элементами другой детям показывают принцип образования числа. Продолжают знакомить с цифрами. Соотнося определенную цифру с числом, образованным тем или иным количеством предметов, воспитатель рассматривает изображенные цифры, анализируя его, сопоставляет с уже знакомыми цифрами, дети производят образные сравнения (единица, как солдатик, восемь похожа на снеговика и т. д.). Особого внимания заслуживает число 10, так как оно записывается двумя цифрами: 0 и 1. Поэтому прежде необходимо познакомить детей с нулем. В течение всего учебного года дети упражняются в счете в пределах десяти. Они пересчитывают предметы, игрушки, отсчитывают из большего количества предметов меньшее, отсчитывают предметы по заданному числу, по цифре, по образцу. Образец может быть дан в виде числовой карточки с определенным количеством игрушек, предметов, геометрических фигур, в виде звуков, движений. При выполнении этих упражнений важно научить детей внимательно слушать задания воспитателя, запоминать их, а затем выполнять.

Детей необходимо учить считать, начиная с любого указанного предмета в любом направлении, при этом не пропуская предметы и не пересчитывая их дважды. Для развития деятельности счета существенное значение имеют упражнения с активным участием различных анализаторов: счет звуков, движение на ощупь в пределах десяти. В старшей группе продолжается работа над усвоением порядкового числа в пределах десяти. Детей учат различать порядковый и количественный счет. Считая предметы по порядку, необходимо условиться, с какой стороны надо считать. Так как именно от этого зависит результат счета. В старшей группе у детей формируется понятие о том, что некоторые предметы можно разделить на несколько частей: на две, на четыре. Например, яблоко. Здесь обязательно нужно об-

ратить внимание детей на то, что части меньше целого, показать это на наглядном примере.

В подготовительной к школе группе особое внимание уделяют развитию у детей умения ориентироваться в некоторых скрытых существенных математических связях, отношениях, зависимостях: «равно», «больше», «меньше», «целое и часть», зависимостях между величинами, зависимости результата измерения от величины меры и др. Дети овладевают способами установления разного рода математических связей, отношений, например, способом установления соответствия между элементами множеств (практического сопоставления элементов множеств один к одному, использования приемов наложения, приложения для выяснения отношений величин). Они начинают понимать, что самыми точными способами установления количественных отношений являются счет предметов и измерение величин. Навыки счета и измерения становятся у них достаточно прочными и осознанными. Умение ориентироваться в существенных математических связях и зависимостях и овладение соответствующими действиями позволяют поднять на новый уровень наглядно-образное мышление дошкольников и создают предпосылки для развития их умственной деятельности в целом. Дети приучаются считать одними глазами, про себя, у них развиваются глазомер, быстрота реакции на форму.

Не менее важно в этом возрасте развитие умственных способностей, самостоятельности мышления, мыслительных операций анализа, синтеза, сравнения, способности к отвлечению и обобщению, пространственного воображения. У детей должны быть воспитаны устойчивый интерес к математическим знаниям, умение пользоваться ими и стремление самостоятельно их приобретать. Программа по развитию элементарных математических представлений подготовительной к школе группы предусматривает обобщение, систематизацию, расширение и углубление знаний, приобретенных детьми в предыдущих группах. В средней группе тщательно отрабатывают счетные навыки. Воспитатель многократно показывает и разъясняет приемы счета, приучает детей вести счет предметов правой рукой слева направо; в процессе счета указывать на предметы по порядку, дотрагиваясь до них рукой; назвав последнее числительное, сделать обобщающий жест, обвести группу предметов рукой.

Дети обычно затрудняются в согласовании числительных с существительными (числительное один заменяют словом раз). Воспитатель подбирает для счета предметы мужского, женского и среднего рода (например, цветные изображения яблок, слив, груш) и показывает, как в зависимости от того, какие предметы пересчитываются, изменяются слова один, два. Для закрепления навыков счета используется большое количество упражнений. Чтобы создать предпосылки для самостоятельного счета, меняют счетный материал, обстановку занятий, чередуют

коллективную работу с самостоятельной работой детей с пособиями, разнообразят приемы. Используются разнообразные игровые упражнения, в том числе такие, которые позволяют не только закреплять умение вести счет предметов, но и формировать представления о форме, размере, способствуют развитию ориентировки в пространстве. Счет связывают со сравнением размеров предметов, с различением геометрических фигур и выделением их признаков; с определением пространственных направлений (слева, справа, впереди, сзади).

Детям предлагают найти определенное количество предметов в окружающей обстановке. Вначале ребенку дают образец (карточку). Он ищет, каких игрушек или вещей столько же, сколько кружков на карточке. Позднее дети учатся действовать лишь по слову. Проводя работу с раздаточным материалом, надо учесть, что дети еще не умеют отсчитывать предметы. Задания вначале даются такие, которые требуют от них умения считать, но не отсчитывать. Обучение приемам отсчета предметов. После того как дети научатся вести счет предметов, их учат отсчитывать предметы, самостоятельно создавать группы, содержащие определенное число предметов. Данной работе отводят 6–7 занятий. На этих занятиях параллельно идет работа и по другим разделам программы. Обучение отсчету предметов начинают с показа его приемов. Обычно новый способ действия поглощает внимание ребенка, и он забывает, сколько предметов надо отсчитать. Многие дети, отсчитывая, соотносят числительные не с предметами, а со своими движениями, например, берут в руку предмет и произносят один, ставят его и говорят два. Объясняя способ действия, воспитатель подчеркивает необходимость запомнить число, показывает и разъясняет, что предмет надо брать молча и только тогда, когда он поставлен, называть число. При проведении первых упражнений детям дается образец (карточка с кружками или рисунками предметов). Ребенок отсчитывает по образцу столько игрушек (или вещей), сколько кружков на карточке. Карточка служит средством контроля за результатами действия. Дети считают кружки сначала вслух, а в дальнейшем про себя. Кружки на карточке-образце могут быть расположены по-разному. Вначале ребенок получает образец в руки, а позднее педагог его только показывает. Особенно полезны упражнения в уравнивании совокупностей предметов типа «Отсчитай и принеси столько пальто, чтобы всем куклам хватило». Ребенок считает игрушки и приносит требуемое. Данные упражнения позволяют подчеркнуть значение счета.

На третьем занятии дети учатся отсчитывать предметы по названному числу. Педагог постоянно предупреждает их о необходимости запоминать числа. От упражнения в воспроизведении одной группы дети переходят к составлению сразу двух групп, к запоминанию двух чисел. Давая такие задания, называют соседние в натуральном ряду числа. Это позволяет попутно упражнять детей в сравнении чи-

сел. Детям предлагают не только отсчитать определенное количество предметов, но и расположить их в определенном месте, например поставить на верхнюю или нижнюю полочку, положить на столе слева или справа и т. п. Воспитатель меняет количественные соотношения между одними и теми же предметами, а также место их расположения. Устанавливаются связи между числом, качественными признаками и пространственным расположением предметов. Дети все более самостоятельно, не ожидая дополнительных вопросов, рассказывают о том, сколько, каких предметов и где расположено. Результаты отсчета они проверяют, пересчитывая предметы. На последующих 2–3 занятиях детям предлагают сделать так, чтобы разных предметов было поровну (3 круга, 3 квадрата, 3 прямоугольника – всех фигур по 3). Общим признаком для всех групп предметов в данном случае является равное их количество. После таких упражнений дети начинают понимать обобщающее значение итогового числа. Показ независимости числа предметов от их пространственных признаков. Дети научаются (в итоге 8–10 занятий) вести счет и отсчет предметов. Однако это не означает, что у них сложилось представление о числе. Воспитатели часто сталкиваются с фактом, когда ребенок, пересчитав предметы, оценивает как большую группу ту, в которой предметов меньше, но они более крупного размера. Как большую дети оценивают и группу предметов, занимающую большую площадь, несмотря на то, что в ней может быть меньше предметов, чем в другой, занимающей меньшую площадь. Ребенку трудно отвлечься от многообразных свойств и признаков предметов, составляющих множества. Пересчитав предметы, он может тут же забыть результат счета и оценивает количество, ориентируясь на пространственные признаки, выраженные более ярко. Внимание детей обращают на то, что число предметов не зависит от пространственных признаков: размера предметов, формы их расположения, площади, которую они занимают. Этому посвящаются 2–3 специальных занятия, а в дальнейшем до конца учебного года к ним периодически возвращаются не менее 3–4 раз. Параллельно детей упражняют в сравнении предметов разных размеров (по длине, ширине, высоте и др.), уточняют некоторые пространственные представления, учат понимать и пользоваться словами слева и справа, вверху и внизу, верхняя и нижняя, близко и далеко; располагать предметы в один ряд слева и справа, по кругу, парами и т. д.

Независимость числа предметов от их пространственных признаков выясняют на основе сравнения совокупностей предметов, отличающихся либо размерами, либо формой расположения, либо расстояниями между предметами (площадью, которую они занимают). Постоянно изменяют количественные отношения между совокупностями. Количественные различия между совокупностями допустимы в пределах ± 1 предмет. Дети уже познакомились с образованием всех чисел в пределах 5, поэтому можно сразу на первом же занятии сравнивать группы, содержащие

3 и 4 или 4 и 5 предметов. Это служит более быстрому обобщению знаний, развитию умения абстрагировать количество от пространственных признаков множеств предметов. Работу необходимо организовывать таким образом, чтобы подчеркивать значение счета и приемов сопоставления множеств для выявления отношений «больше», «меньше», «равно». Детей приучают пользоваться разными приемами практического сопоставления множеств: наложением, приложением, составлением пар, применением эквивалентов (заместителей предметов). Эквиваленты применяются тогда, когда невозможно приложить предметы одной совокупности к предметам другой. Например, чтобы убедить детей в том, что на одной из карточек нарисовано столько же предметов, сколько на другой, берутся кружки и накладываются на рисунки одной карточки, а затем на рисунки другой. В зависимости от того, остался ли лишний кружок или их не хватило, или кружков оказалось столько, сколько рисунков на второй карточке, делается вывод о том, на какой карточке больше (меньше) предметов или их поровну на обеих карточках. Применение счета в разных видах детской деятельности. Закрепление навыков счета требует большого количества упражнений. Упражнения в счете должны быть почти на каждом занятии до конца учебного года. Однако, обучая счету, не следует ограничиваться проведением формальных упражнений на занятиях. Педагог постоянно использует и создает различные жизненные и игровые ситуации, требующие от детей применения навыков счета. В играх с куклами, например, дети выясняют, хватит ли посуды для приема гостей, одежды для того, чтобы собрать кукол на прогулку, и пр. В игре в «магазин» пользуются чеками-карточками, на которых нарисовано определенное количество предметов или кружков. Воспитатель своевременно вносит соответствующие атрибуты и подсказывает игровые действия, включающие счет и отсчет предметов.

В быту часто возникают ситуации, требующие выполнения счета: по заданию педагога дети выясняют, хватит ли тех или иных пособий или вещей детям, сидящим за одним столом (коробок с карандашами, подставок, тарелок и пр.). Дети считают игрушки, которые взяли на прогулку. Собираясь домой, проверяют, все ли игрушки собраны. Любят ребята и просто пересчитывать предметы, которые встречаются по пути. Стремясь углубить представления детей о значении счета, педагог разъясняет им, для чего люди считают, что они хотят узнать, когда считают предметы. Он многократно на глазах у детей пересчитывает разные вещи, выясняя, хватит ли их для всех. Советует детям посмотреть, что считают их мамы, папы, бабушки.

Счет групп предметов (множеств), воспринимаемых разными анализаторами (слуховым, осязательно-двигательным). Наряду с опорой на зрительное восприятие (наглядно представленных множеств) важно упражнять детей в счете мно-

жеств, воспринимаемых на слух, на ощупь, учить их вести счет движений. Упражнения в счете на ощупь, а также в счете звуков проводят, не предлагая детям закрывать глаза. Это отвлекает ребят от счета. Воспитатель извлекает звуки за ширмой, чтобы дети только слышали их, но не видели движений руки. Они считают на ощупь предметы, помещенные в мешочки. Для этой цели используют разные пособия. Например, можно считать пуговицы на карточках, отверстия в дощечке, игрушки в мешочке или под салфеткой и т. п. Соответственно, и звуки извлекаются на разных музыкальных инструментах: барабане, металлофоне, палочках.

Упражняя детей в счете движений, им предлагают воспроизвести указанное количество движений либо по образцу, либо по названному числу. Воспитатель постепенно усложняет характер движений, предлагая детям притопнуть правой (левой) ногой, поднять левую (правую) руку, наклониться вперед и т. п. Однако не следует четырехлетним детям предлагать слишком сложные движения, это отвлекает их внимание от счета. Сопоставляются множества, воспринятые разными анализаторами, что способствует образованию межанализаторных связей и обеспечивает обобщение знаний о числе. Детям предлагают, например, поднять руку столько раз, сколько они услышали звуков, или сколько пуговиц было на карточке, или сколько игрушек стоит. Данная работа ведется параллельно с упражнениями в отсчете предметов и в большой мере увязывается с ними.

Современная система образования широко использует искусство как педагогически ценное средство развития личности ребенка. Именно искусство, отражающее художественный образ времени и пространства жизнедеятельности людей позволяет ребенку открыть новые культурно-философские грани данных понятий. Познание пространства и времени в культурно-исторической концепции позволяет активизировать процесс развития ребенка и закладывать основы философско-логического мышления, начиная с дошкольного детства. В дошкольном возрасте закладываются основы знаний, необходимых ребенку в школе. Математика представляет собой сложную науку, которая может вызвать определенные трудности во время школьного обучения. К тому же далеко не все дети имеют склонности и обладают математическим складом ума, поэтому при подготовке к школе важно познакомить ребенка с основами счета. Дошкольники активно осваивают счёт, пользуются числами, осуществляют элементарные вычисления по наглядной основе и устно, осваивают простейшие временные и пространственные отношения, преобразуют предметы различных форм и величин. Ребёнок, не осознавая того, практически включается в простую математическую деятельность, осваивая при этом свойства, отношения, связи и зависимости на предметах и числовом уровне. Математическая подготовка детей к школе предполагает не только усвоение детьми определённых знаний, формирование у них количественных пространственных и

временных представлений. Все числовые представления, доступные для его возраста, он должен извлечь из жизни, среди которой он живёт и в которой он принимает деятельное участие. Его участие в жизни при нормальных условиях должно выражаться лишь в одном – в работе-игре. Формированию у детей элементарных математических представлений способствуют используемые методические приемы (сочетание практической и игровой деятельности, решение детьми проблемно-игровых и поисковых ситуаций). Большинство занятий носит интегрированный характер, в которых математические задачи сочетаются с другими видами детской деятельности. Основной упор в обучении отводится самостоятельному решению дошкольниками поставленных задач, выбору ими приемов и средств, проверке правильности его решения. Обучение детей включает как прямые, так и посредственные методы, которые способствуют не только овладению математическими знаниями, но и общему интеллектуальному развитию. Занятия предполагают различные формы объединения детей (пары, малые подгруппы, вся группа) в зависимости от целей учебно-познавательной деятельности. Это позволяет воспитывать у дошкольников навыки взаимодействия со сверстниками, коллективной деятельности. При объяснении нового материала необходимо опираться на имеющиеся у дошкольников знания и представления, поддерживать интерес детей в течение всего занятия, использовать игровые методы и разнообразный дидактический материал, активизировать внимание на занятиях, подводить их к самостоятельным выводам, учить аргументировать свои рассуждения, поощрять разнообразные варианты ответов детей [9; 10; 11]. Все полученные знания и умения закрепляются в дидактических играх, которым необходимо уделять большое внимание. Большое внимание уделяется индивидуальной работе с детьми на занятии. Кроме того, предлагаются задания для родителей с целью привлечения их к совместной деятельности с воспитателем. В конце учебного года с помощью специально разработанных методик целесообразно провести проверку уровня овладения детьми знаниями, умениями и навыками.

Все полученные знания и умения подготавливают к усвоению детьми более сложных математических задач на следующей ступени развития. А это значит, что, формируя элементарные математические представления в детском саду, мы готовим ребенка к изучению математики в школе.

Содержание занятий
«Формирование элементарных математических представлений»

Раздел 1. Ориентирование в пространстве

1.1 Пространственное расположение предметов. Под руководством педагога дети овладевают умением раскладывать определенное количество предметов в указанном направлении: на верхней, нижней части листа, слева, справа. Учить детей правильно по смыслу употреблять слова для обозначения положения предметов на листе бумаги, на столе, на полу. Дети 6–7 лет должны свободно ориентироваться в направлении движения в пространственных отношениях между ними и предметами, а также между предметами. Большое значение имеет развитие умения ориентироваться на плоскости. Вся работа должна строиться на основе выделения парных противоположных понятий: «налево – направо», «вперед – назад». Особенно важно обеспечить действенное овладение детьми пространственной ориентацией. Они должны не только определять направления и отношения между предметами, но и уметь использовать эти знания: передвигаться в указанном направлении, располагать и перемещать предметы. Выделенные пространственные связи и отношения должны отражаться в речи с помощью предлогов и наречий: в, на, под, над, перед, за, сзади, впереди, вверху, внизу, выше, ниже, рядом, друг за другом, между, напротив, левая, правая, верхняя, нижняя.

Раздел 2. Количество и счет. Продолжать обучение детей счету, закрепить умение употреблять как количественные, так и порядковые числительные в пределах 10. Дети предшкольного возраста считают предметы, сопоставляют количество разных предметов и определяют, каких больше (меньше) или их поровну, каким способом при этом пользуются: счетом, соотнесением один к одному, определением на глаз или сравнением чисел, умеют ли дети сравнивать численности совокупностей, отвлекаясь от размеров предметов и площади, которую они занимают.

2.1 Счет предметов. Продолжать формировать понимание связей между числами: каждое следующее число больше предыдущего, а предыдущее меньше последующего. Группы предметов одного вида разбивают на подгруппы (подмножества) и сопоставляют друг с другом («Больше высоких или низких елочек?»), группу предметов сопоставляют с ее частью. («Чего больше: красных квадратов или красных и синих квадратов вместе?»)

Дети должны каждый раз рассказывать, как получено данное число предметов, к какому числу предметов и сколько они добавили или от какого числа и сколько убавили.

2.2 Множества и элементы логики. При закреплении навыков счета и отсчета важно наряду со счетом отдельных предметов упражнять детей в счете групп, состоящих из однородных предметов. Вначале они помогают в наглядной форме выявить количественные отношения, показать значение чисел и раскрыть связи и отношения, существующие между ними. Позднее, когда средством установления количественных отношений («поровну», «больше», «меньше») все более становится счет и сравнение чисел, способы практического сопоставления используют как средство проверки, доказательства установленных отношений. Важно, чтобы дети научились самостоятельно прибегать к способам практического сопоставления групп предметов, доказывая правильность своих суждений о связях и отношениях между смежными числами. Каждый раз устанавливают связь между количеством групп и количеством предметов в группе. Дети видят: увеличивают количество групп – уменьшают количество предметов в каждой из них, уменьшают количество групп – увеличивают в каждой из них количество предметов (при условии, что общее число предметов одно и то же).

2.3 Последовательности. Продолжать работу по закреплению у детей представлений о последовательности дней недели, времен года. В классе предшкольной подготовки закрепляют знания о таких периодах времени, как утро, день, вечер, ночь, неделя, дают представление о месяцах, ребята запоминают их названия. Знание эталонов времени, умение устанавливать временные отношения способствуют осознанию детьми последовательности происходящих событий, причинно-следственных связей между ними. Формирование о временных представлениий (утро, день, обед, вечер, ночь; сегодня, вчера, завтра, послезавтра). Формирование представления о том, что утро, день, вечер, ночь составляют сутки. Обучение умению пользоваться в речи словами-понятиями: сначала, потом, до, после, раньше, позже, в одно и то же время. Важно, чтобы дети научились быстро и уверенно вести счет от 1 до 10 в прямом и обратном порядке, т. е. прочно усвоили последовательность первых 10 натуральных чисел. Этому способствуют разнообразные упражнения в счете, которые проводят без опоры на наглядный материал. («Посчитай от 1 до 10. Посчитай в обратном порядке. Какое число идет до 5? А после 5 и т.д. Педагог постоянно сосредоточивает внимание ребят на том, сколько времени они могут одеваться или раздеваться, рисовать, играть, сколько минут осталось до конца занятия. Каждый раз указывают, когда время истекло, поощряют тех, кто вовремя закончил работу. Развитое чувство времени помогает детям стать более организованными, дисциплинированными.

2.4 Величины. Учить детей измерять и сравнивать длину, ширину, высоту предметов с помощью условной меры. Знать временные представления: сегодня, вчера, завтра, послезавтра; части суток. Знать количество дней в неделе/месяцев

в году. Широко используются дидактические игры и игровые упражнения: «Дни недели», «Продолжай!», «Наоборот». Дети дополняют начатую педагогом фразу, подбирают слова противоположного значения (утро – вечер, сначала – потом, быстро – медленно), определяют, что дольше: день или неделя, неделя или месяц, месяц или год. Детей предшкольного возраста знакомят с названием текущего месяца. Они постепенно запоминают названия месяцев, порядок их следования. Быстрому запоминанию содействует чтение книги С. Я. Маршака «Двенадцать месяцев». Сравнивать предметы по длине, весу с помощью условной меры. Формирование представления о весах, используемых в магазинах. Сопоставление величин осуществляется не изолированно, а в системе рассмотрения других свойств предметов (их предназначение, части, цвет, материал) Это имеет существенное значение для умственного развития детей. Они должны овладеть способами сопоставления линейных размеров, умением устанавливать связь между способом ориентировочного действия (приложения, вплотную) и соответствующим признаком, употреблять точные количественные характеристики величин. Величина становится объектом элементарных математических действий. Дети получают первые конкретные представления о ее свойствах. Дети 6–7 лет переходят от непосредственной оценки величин к их более точной количественной характеристике, которую получают путем измерения. В процессе измерения единица измерения (мерка) как бы дробит измеряемую величину (длину, объем) на части, каждая из которых ей равна. Число, полученное в результате измерения, выражает отношение целого к его части. Измерение позволяет детям понять относительность числа, его зависимость от избранной меры.

Раздел 3. Геометрические фигуры

3.1 Фигуры и тела. Продолжать углубление и расширение представлений детей о геометрических фигурах. В математике существует огромное количество геометрических фигур. Их объединение или отдельные части составляют геометрические фигуры. Знание и изучение простых геометрических фигур улучшит мышление, логику, память, внимание. Необходимо учить детей не только различать, но и воспроизводить фигуры и тела. В математике изучаются не только плоские фигуры, но и объемные. Объемные фигуры: шар, конус, тетраэдр, куб, цилиндр, параллелепипед, пирамида. Дети должны без труда различать все основные геометрические фигуры и правильно их называть. Группируя фигуры, дети ориентируются на один признак, отвлекаясь от других. У них развивается способность к отвлечению, обобщению. Целесообразно, проводя упражнение в группировке, систематизировать знания детей о форме, например, вначале распределить фигуры на две большие группы – фигуры круглой формы и многоугольники. Полезно предлагать детям такие задания: «Найдите, какая фигура в ряду лишняя, какую ошибку сдела-

ли при подборе фигур» (Среди 6 треугольников, расположенных в ряд, помещен 1 четырехугольник) «Какой фигуры не хватает?» (Треугольники, фигуры овальной формы, прямоугольники 3–4 размеров распределены по рядам, в каждом ряду фигуры одной разновидности расположены в порядке убывающего или возрастающего размера, в последнем ряду 1 фигуры не хватает).

3.2 Взаимное расположение фигур. Упражнение в умении различать и называть геометрические фигуры и тела, моделировать геометрические фигуры; моделировать из нескольких треугольников один многоугольник, из нескольких маленьких квадратов – один большой прямоугольник; из частей круга – круг, из четырех отрезков – четырехугольник, из двух коротких отрезков – один длинный; конструировать фигуры по словесному описанию и показу. Логику детей развивает составление из нескольких геометрических фигур одной целой, например, из двух треугольников – квадрата или ромба, из квадратов в сложенном виде – треугольников, из наложенных одна на другую фигур можно получить звезды. Познакомить детей с простыми задачами-головоломками. Развивает мышление детей задания, в которых нужно сравнить величину фигур (какая больше/меньше, либо сложить по возрастанию, например), их цвета (отсортировать по цветам и оттенкам), предложение сложить некий объект из данных фигур (например, домик из треугольников и квадратов, елку из треугольников). Фигуры сопоставляют попарно, организуют обследование их осязательно-двигательным и зрительным путями. Для закрепления и уточнения знаний дают различного рода задания на воспроизведение фигур. Дети вырезывают плоские фигуры из бумаги, лепят объемные из пластилина, преобразуют фигуры, получают из них другие.

Раздел 4. Математическое моделирование

Дети 6–7 лет должны усвоить широкий круг знаний о числе, форме и величине предметов, научиться ориентироваться в пространстве (2- и 3-мерном) и во времени

1.1 Математический язык и математическая модель. Воспитывать у детей устойчивый интерес к математическим знаниям, умение пользоваться ими и стремление самостоятельно их приобретать. Особенно важно развитие самостоятельности мышления, пространственного воображения. Использовать и понимать знак «+» как знак, объединяющий предметы, «–» как знак удаления из группы предметов. Для закрепления можно предложить дидактические игры по формированию математических представлений: игры с цифрами и числами; игры путешествие во времени; игры на ориентирование в пространстве; игры с геометрическими фигурами; игры на логическое мышление Начинать обучение надо с задач на сложение и лишь после них переходить к задачам на вычитание. В задачах на сложение детей знакомят (используя карточки) со знаками «+» и «–», в задачах на вычитание – «–».

Занимательность математическому материалу придают игровые элементы, содержащиеся в каждой задаче, логическом упражнении, развлечении, будь то шашки или самая элементарная головоломка.

Игра – это не только удовольствие и радость для ребенка, что само по себе очень важно, с ее помощью можно развивать внимание, память, мышление, воображение малыша. Играя, ребенок может приобретать, новы знания, умения, навыки, развивать способности, подчас не догадываясь об этом [12; 13; 14; 15]. К важнейшим свойствам игры относят тот факт, что в игре дети действуют так, как действовали бы в самых экстремальных ситуациях, на пределе сил преодоления трудности. Причем столь высокий уровень активности достигается ими, почти всегда добровольно, без принуждения. Высокая активность, эмоциональная окрашенность игры порождает и высокую степень открытости участников. Экспериментально было показано, что в ситуации некоторой рассеянности внимания иногда легче убедить человека принять новую для него точку зрения. Если чем-то незначительным отвлекать внимание человека, то эффект убеждения будет более сильным. Возможно, этим в какой-то степени определяется высокая продуктивность обучающего воздействия игровых ситуаций [16; 17; 18].

Можно выделить следующие особенности игры для дошкольников:

1. Игра является наиболее доступным и ведущим видом деятельности детей дошкольного возраста.

2. Игра также является эффективным средством формирования личности дошкольника, его морально-волевых качеств.

3. Все психологические новообразования берут начало в игре.

4. Игра способствует формированию всех сторон личности ребенка, приводит к значительным изменениям в его психике.

5. Игра – важное средство умственного воспитания ребенка, где умственная активность связана с работой всех психических процессов.

На всех ступенях дошкольного детства игровому методу на занятиях отводиться большая роль. Следует отметить, что «обучающая игра» (хотя слово «обучающая» можно считать синонимом слова «дидактическая») подчеркивает использование игры как метода обучения, а не закрепления или повторения уже усвоенных знаний. На занятиях и в повседневной жизни широко используются дидактические игры и игровые упражнения. Организуя игры вне занятий, закрепляют, углубляют и расширяют математические представления детей, а главное, одновременно решаются обучающие и игровые задачи. В ряде случаев игры несут основную учебную нагрузку. Вот почему на занятиях и в повседневной жизни воспитатели должны широко использовать дидактические игры. Дидактические игры включаются непосредственно в содержание занятий как одного из средств реализации программ-

ных задач. Место дидактической игры в структуре занятий по формированию элементарных математических представлений определяется возрастом детей, целью, назначением, содержанием занятия. Она может быть использована в качестве учебного задания, упражнения, направленного на выполнение конкретной задачи формирования представлений. В младшей группе, особенно в начале года, всё занятие должно быть проведено в форме игры. Дидактические игры уместны и в конце занятия с целью воспроизведения, закрепления ранее изученного. В формировании у детей математических представлений широко используются занимательные по форме и содержанию разнообразные дидактические игровые упражнения. Дидактические игры делятся на:

– игры с предметами;

– настольно-печатные игры;

– словесные игры.

Также при формировании элементарных представлений у дошкольников можно использовать: игры на плоскостное моделирование (Пифагор, Танграм, Аль Фараби и т. д.), игры головоломки, задачи-шутки, кроссворды, ребусы, развивающие игры [19; 20; 21]. Несмотря на многообразие игр, их главной задачей должно быть развитие логического мышления, а именно умение устанавливать простейшие закономерности: порядок чередования фигур по цвету, форме, размеру. Этому способствуют и игровые упражнения на нахождение пропущенной в ряду фигуры. Также необходимым условием, обеспечивающим успех в работе, является творческое отношение воспитателя к математическим играм: варьирование игровых действий и вопросов, индивидуализация требований к детям, повторение игр в том же виде или с усложнением. Широкое использование специальных обучающих игр важно для пробуждения у дошкольников интереса к математическим знаниям, совершенствования познавательной деятельности, общего умственного развития. Работу по развитию у детей элементарных математических представлений организуем на занятиях 2 раза в неделю. Занятия состоят из нескольких частей, объединенных одной темой. Продолжительность и интенсивность занятий на протяжении всего года увеличивается постепенно. В структуру каждого занятия предусмотрен перерыв для снятия умственного и физического напряжения продолжительностью 1–3 минуты. Это может быть динамическое упражнение с речевым сопровождением или «пальчиковая гимнастика», упражнения для глаз или упражнение на релаксацию. На каждом занятии дети выполняют различные виды деятельности с целью закрепления у математических знаний. Из всего многообразия занимательного материала на своих занятиях часто применяю дидактические игры. Основное назначение их – обеспечить детей знаниями в различении, выделении, назывании множества предметов, чисел, геометрических фигур, направлений. Дидакти-

ческую игру включаю непосредственно в содержание занятий как одно из средств реализации программных задач. Дидактические игры по формированию математических представлений условно делятся на следующие группы:

1) игры с цифрами и числами;
2) игры путешествия во времени;
3) игры на ориентирование в пространстве;
4) игры с геометрическими фигурами;
5) игры на логическое мышление.

К первой группе игр относится обучение детей счету в прямом и обратном порядке. Используя сказочный сюжет, знакомлю детей с образованием всех чисел в пределах 10 (20), путем сравнивания равных и неравных групп предметов. Сравниваются две группы предметов, расположенные то на нижней, то на верхней полоске счетной линейки. Это делается для того, чтобы у детей не возникало ошибочное представление о том, что большее число всегда находится на верхней полосе, а меньшее – на нижней. Играя в такие дидактические игры, как «Какой цифры не стало?», «Сколько?», «Путаница», «Исправь ошибку», «Убираем цифры», «Назови соседей», дети учатся свободно оперировать числами в пределах 10 (20) и сопровождать словами свои действия. Дидактические игры, такие как «Задумай число», «Число, как тебя зовут?», «Составь табличку», «Составь цифру», «Кто первый назовет, которой игрушки не стало?» и многие другие используются на занятиях в свободное время, с целью развития у детей внимания, памяти, мышления [22; 23; 24]. Игра «Считай, не ошибись!» помогает усвоению порядка следования чисел натурального ряда, упражнения в прямом и обратном счете. В игре используется мяч. Дети встают полукругом. Перед началом игры задаю вопрос, в каком порядке (прямом или обратном) считать. Затем бросается мяч и называется число. Тот, кто поймал мяч, продолжает считать дальше. Игра проходит в быстром темпе, задания повторяются многократно, чтобы дать возможность как можно большему количеству детей принять в ней участие. Такое разнообразие дидактических игр, упражнений, используемых на занятиях и в свободное время, помогает детям усвоить программный материал. Для подкрепления порядкового счета помогают таблицы со сказочными героями, направляющимися к Винни-Пуху (Буратино, Красной Шапочке) в гости. Кто будет первый? Кто идет второй? и т. д.

Вторая группа математических игр (игры-путешествия во времени) служит для знакомства детей с днями недели. Объясняется, что каждый день недели имеет свое название. Для того чтобы дети лучше запоминали название дней недели, они обозначаются кружочками разного цвета. Наблюдение провожу несколько недель, обозначая кружочками каждый день. Это делается специально для того, чтобы дети смогли самостоятельно сделать вывод, что последовательность дней неде-

ли неизменна. Детям рассказываю о том, что в названии дней недели угадывается, какой день недели по счету: понедельник – первый день после окончания недели, вторник – второй день, среда – середина недели, четверг – четвертый день, пятница – пятый. После такой беседы предлагаются игры с целью закрепления названий дней недели и их последовательности. Дети с удовольствием играют в игру «Живая неделя». Для игры вызывают к доске 7 детей, они пересчитываются по порядку и получают кружочки разного цвета, обозначающие дни недели. Дети выстраиваются в такой последовательности, как по порядку идут дни недели. Например, первый ребенок с желтым кружочком в руках, обозначающий первый день недели – понедельник и т.д. Затем игра усложняется. Дети строятся с любого другого дня недели. В дальнейшем можно использовать следующие игры «Назови скорее», «Дни недели», «Назови пропущенное слово», «Круглый год», «Двенадцать месяцев», которые помогают детям быстро запомнить название дней недели и название месяцев, их последовательность.

В третью группу входят игры на ориентирование в пространстве. Пространственные представления детей постоянно расширяются и закрепляются в процессе всех видов деятельности. Моя задача – научить детей ориентироваться в специально созданных пространственных ситуациях и определять свое место по заданному условию. При помощи дидактических игр и упражнений дети овладевают умением определять словом положение того или иного предмета по отношению к другому. Например, справа от куклы стоит заяц, слева от куклы – пирамида и т. д. Выбирается ребенок, и игрушка прячется по отношению к нему (за спину, справа, слева и т. д.). Это вызывает интерес у детей и организовывает их на занятие. Для того, чтобы заинтересовать детей, чтобы результат был лучше, используются предметные игры с появлением какого-либо сказочного героя. Например, игра «Найди игрушку».

– Ночью, когда в группе никого не было, – говорится детям, – к нам прилетал Карлсон и принес в подарок игрушки. Карлсон любит шутить, поэтому он спрятал игрушки, а в письме написал, как их можно найти. Затем распечатывается письмо, в котором написано: «Надо встать перед столом воспитателя, пройти 3 шага вправо» и т. д.

Дети выполняют задание, находят игрушку. Затем задание усложняется, – т. е. в письме дается не описание местонахождения игрушки, а только схема. По схеме дети должны определить, где находится спрятанный предмет. Существует множество игр, упражнений, способствующих развитию пространственного ориентирования у детей: «Найди похожую», «Расскажи про свой узор», «Мастерская ковров», «Художник», «Путешествие по комнате» и многие другие игры. Играя в рассмотренные игры, дети учатся употреблять слова для обозначения положения

предметов. Для закрепления знаний о форме геометрических фигур детям предлагается узнать в окружающих предметах форму круга, треугольника, квадрата. Например, спрашивается: «Какую геометрическую фигуру напоминает дно тарелки?» (поверхность крышки стола, лист бумаги т.д.). Проводится игра типа «Лото». Детям предлагаются картинки (по 3–4 шт. на каждого), на которых они отыскивают фигуру, подобную той, которая демонстрируется. Затем предлагается детям назвать и рассказать, что они нашли.

Дидактическую игру «Геометрическая мозаика» можно использовать на занятиях и в свободное время, с целью закрепления знаний о геометрических фигурах, с целью развития внимания и воображения у детей. Перед началом игры дети делятся на две команды в соответствии с уровнем их умений и навыков. Командам даются задания разной сложности. Например:

– составление изображения предмета из геометрических фигур (работа по готовому расчлененному образцу);

– работа по условию (собрать фигуру человека, девочка в платье);

– работа по собственному замыслу (просто человека).

Каждая команда получает одинаковые наборы геометрических фигур. Дети самостоятельно договариваются о способах выполнения задания, о порядке работы. Каждый играющий в команде по очереди участвует в преобразовании геометрической фигуры, добавляя свой элемент, составляя отдельный элемент предмета из нескольких фигур. В заключение дети анализируют свои фигуры, находят сходства и различия в решении конструктивного замысла. Использование данных дидактических игр способствует закреплению у детей памяти, внимания, мышления [25; 26; 27].

Рассмотрим дидактические игры для развития логического мышления. В дошкольном возрасте у детей начинают формироваться элементы логического мышления, т.е. формируется умение рассуждать, делать свои умозаключения. Существует множество дидактических игр и упражнений, которые влияют на развитие творческих способностей у детей, так как они оказывают действие на воображение и способствуют развитию нестандартного мышления у детей. Это такие игры, как «Найди нестандартную фигуру, чем отличаются?», «Мельница» и другие. Они направлены на тренировку мышления при выполнении действий.

Это задания на нахождение пропущенной фигуры, продолжения ряды фигур, знаков, на поиск чисел. Знакомство с такими играми начинается с элементарных заданий на логическое мышление – цепочки закономерностей. В таких упражнениях идет чередование предметов или геометрических фигур. Детям предлагаю продолжить ряд или найти пропущенный элемент. Кроме того, даю задания такого характера: продолжить цепочку, чередуя в определенной последовательности ква-

драты, большие и маленькие круги желтого и красного цвета. После того, как дети научатся выполнять такие упражнения, задания для них усложняются. Предлагаю выполнить задание, в котором необходимо чередовать предметы, учитывать одновременно цвет и величину. Любая математическая задача на смекалку, для какого бы возраста она не предназначалась, несет в себе определенную умственную нагрузку. Занимательность математическому материалу придают игровые элементы, содержащиеся в каждой задаче, логическом упражнении, развлечении, будь то шашки или самая элементарная головоломка. Начинать надо с самых простых головоломок – с палочками, где в ходе решения идут, как правило, трансфигурация, преобразование одних фигур в другие, а не только изменение их количества.

В ходе решения каждой новой задачи ребенок включается в активную мыслительную деятельность, стремясь достичь конечной цели. Ежедневные упражнения в составлении геометрических фигур (квадрат, прямоугольник, треугольник) из счетных палочек дает возможность закреплению знаний о формах и видоизменениях. Знакомлю детей со способами пристроения, присоединения, перестроения одной формы из другой. Первые попытки не всегда приводят к положительному результату, но методы «проб и ошибок» приводят к тому, что постепенно количество проб сокращается. Усвоив способ пристроения фигур, дети осваивают способ построения фигур путем деления геометрической фигуры на несколько (четырехугольник или квадрат на два треугольника, на два квадрата). Работая с палочками, дети способны представить возможные пространственные, количественные изменения.

Задачи на смекалку различны по степени сложности, характеру преобразования. Их нельзя решить каким-либо усвоенным ранее способом. В ходе решения каждой новой задачи ребенок включается в активную умственную деятельность, стремясь достичь конечной цели – видоизменить или построить пространственную фигуру [28; 29; 30].

Для детей 6–7 лет задачи на смекалку можно объединить в 3 группы (по способу перестроения фигур, степени сложности).

1. Задачи на составление заданной фигуры из определенного количества палочек: составить 2 равных квадрата из 7 палочек, 2 равных треугольника из 5 палочек.

2. Задачи на изменение фигур, для решения которых надо убрать указанное количество палочек.

3. Задачи на смекалку, решение которых состоит в перекладывании палочек с целью видоизменения, преобразования заданной фигуры.

В ходе обучения способам решения задачи на смекалку даются в указанной последовательности, начиная с более простых, чтобы усвоенные детьми умения и

навыки готовили ребят к более сложным действиям. Организуя эту работу, ставлю цель – учить детей приемам самостоятельного поиска решения задач, не предлагая никаких готовых способов, образцов решения.

Самые простые задачи первой группы дети без труда могут решить, если ежедневно упражнять их в составлении геометрических фигур (квадратов, прямоугольников, треугольников) из счетных палочек. Головоломки первой группы детям предлагают в определенной последовательности. Переходя от простых заданий к более сложным, я уделяю внимание играм с составлением плоскостных изображений предметов, животных, птиц, домов, кораблей из специальных наборов геометрических фигур. Это игра «Танграм». Она еще называется «Головоломкой из картона». На первом этапе закрепляем знания геометрических фигур, уточняем знания в пространственном представлении, умение ориентироваться на столе. Затем приступаем составлять новые фигуры с помощью образцов. При воссоздании фигуры на плоскости очень важно мысленно представить изменения в расположении фигур, которые происходят в результате их трансфигурации. По мере освоения детьми способов составления фигур-силуэтов предлагаю им задания творческого характера, давая возможность проявить смекалку, находчивость. В ходе обучения дети быстро осваивают игры на воссоздание образных фигур, сюжетных изображений.

Еще одной занимательной игрой является «Коломбо яйцо». После рассмотрении и назывании частей, определении формы и размера ребятам предлагаю найти сходства: фигуры треугольной формы с закруглением имеют сходства по форме с крыльями птиц; большие по размеру фигуры (треугольники и квадраты с закругленной стороной) похожи на туловище птиц, зверей, морских животных. Такое соотношение и сравнение частей развивает у детей воображение, умение анализировать предметы и изображения сложной формы, выделять составляющие части. Дети быстро находят решения и составляют самостоятельные фигуры по своим замыслам. В этих играх у детей развиваются сенсорные способности, пространственные представления, образное и логическое мышление, смекалку и сообразительность. У детей формируется привычка к умственному труду [30; 31].

Результаты исследования, диагностика.

Работа ДОУ по развитию элементарных математических представлений у детей дошкольного возраста является одним из приоритетных направлений в целостном развитии ребенка-дошкольника. Для обследования уровня развития элементарных математических представлений детей моей группы использовались следующие методы контроля:

1) анализ деятельности детей на занятиях;

2) анализ деятельности детей в процессе дидактических игр;

3) анализ общения детей в процессе игр, самостоятельной деятельности.

Было выявлено:

подготовительная группа:

первый срез. 75% детей считают до 10 и далее, знают цифры до 10, умеют называть числительные, обозначая количество.

68% детей знают порядковый счет.

68% – знают геометрические фигуры и их признаки.

87% детей умеют отсчитывать предметы по названному числу или по образцу, владеют понятиями «много», «мало», «один», «несколько», «больше», «меньше», «поровну».

75% детей умеют сравнивать предметы по длине методом наложения, определяют величину предметов (длинный, короткий, одинаковые).

Лишь 50% детей умеют определять положение предмета в пространстве. Остальные дети слабо различают понятия – впереди, сзади, близко, далеко.

Элементарные представления о времени и о частях суток сформированы у 56% детей.

68% умеют раскладывать предметы по увеличению или по уменьшению длины, называют и показывают круг, квадрат и треугольник.

56% детей хорошо владеют понятием длины, ширины, высоты, сравнивают предметы наложением и визуально.

62% детей употребляют в речи термины, обозначающие величину: тяжелее, легче, мельче, тоньше, глубже, толще.

У 56% детей средней группы сформированы пространственно-временные представления.

62% могут определить нахождение предметов по отношению к себе: правее, ниже, между и т.д.

68% детей умеют ориентироваться на листе бумаги

Второй срез. Было выявлено:

подготовительная группа:

87% детей владеют количественным и порядковым счетом до 10, умеют соотносить количество предметов с цифрой, составлять число из единиц.

У 81% детей группы сформированы понятия высоты, ширины, длины, с помощью условной мерки измеряют объем сыпучих и жидких веществ.

93% – знают геометрические фигуры и их признаки.

100% детей умеют отсчитывать предметы по названному числу или по образцу, владеют понятиями «много», «мало», «один», «несколько», «больше», «меньше», «поровну».

81% детей умеют определять положение предмета в пространстве.

81% могут определить нахождение предметов по отношению к себе: правее, ниже, между и т.д.

86% детей умеют сравнивать предметы по длине методом наложения, определяют величину предметов (длинный, короткий, одинаковые).

94% умеют раскладывать предметы по увеличению или по уменьшению длины, называют и показывают круг, квадрат и треугольник.

У 75% детей сформированы временные представления: дети знают времена года, месяцы, дни недели, части суток.

75% детей употребляют в речи термины, обозначающие величину: тяжелее, легче, мельче, тоньше, глубже, толще.

81% детей умеют ориентироваться на листе бумаги.

У 68% детей средней группы сформированы пространственно-временные представления.

75% умеют решать простые задачи, при их решении осознанно выбирают арифметические действия сложения (+) и вычитания (-) с опорой на наглядный материал.

Исследование проводилось в три этапа. На подготовительном этапе разрабатывается системный комплекс занятий, связанных с формированием элементарных математических представлений у дошкольников с использованием дидактических игр. Основной этап предполагает проведение занятий по формированию элементарных математических представлений с использованием дидактических игр в течение учебного года. На заключительном этапе анализируются результаты проведенной работы, проводились обобщения, математическая обработка полученных результатов, планируется ее усовершенствование и продолжение в группе.

В качестве критериев оценки уровня математического развития использовалась десятибалльная система.

8–10 баллов – ребёнок оперирует свойствами объектов, обнаруживает зависимости и изменения в группах объектов в процессе группировки, сравнения; сосчитывает предметы в пределе 10. Устанавливает связи увеличения (уменьшения) количества, чисел, размеров предметов по длине, толщине, высоте и т. д. Проявляет творческую самостоятельность в практической, игровой деятельности, применяет известные ему способы действия в иной обстановке.

4–7 баллов – ребёнок различает, называет, обобщает предметы по выделенным свойствам. Выполняет действия по группировке, воссозданию фигур. Обобщает группы предметов по количеству (числу), размеру. Считает в пределах 3–7. Самостоятельно осуществляет действия, ведущие к изменению количества, числа, величины. Затрудняется в высказываниях, пояснениях.

1–3 балла – ребёнок различает предметы по отдельным свойствам, называет их, группирует в совместной со взрослым деятельности. Пользуется числами в пределах 2–5, допускает ошибки. Выполняет игровые практические действия в определенной последовательности; связи между действиями (что сначала, что потом) не устанавливает.

Исследование показало, что использование дидактических игр на занятиях благотворно влияет на усвоение элементарных математических представлений у дошкольников и способствует повышению уровня математического развития детей. Элементарные знания по математике, определённые современными требованиями, в основном усваиваются детьми, но необходимо углубление и дифференциация индивидуальной работы с каждым ребёнком, что может быть предметом нашего дальнейшего исследования. Обновление и качественное улучшение системы математического развития дошкольников позволяет педагогам искать наиболее интересные формы работы, что способствует развитию элементарных математических представлений.

Практические рекомендации по формированию элементарных математических представлений у дошкольников:

1. Продолжить дальнейшую работу по повышению эффективности формирования элементарных математических представлений у дошкольников.

2. Целенаправленное развитие элементарных математических представлений должно осуществляться на протяжении всего дошкольного периода.

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Қарапайым математикалық түсініктерді қалыптастыру барысы

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Андатпа

Мақалада қарапайым математикалық түсініктерді қалыптастыру тұжырымдама мазмұнының сипаттамасы ұсынылады. Мектеп жасына дейінгі балалардың қарапайым математикалық түсініктерді қалыптастыру барысында дидактикалық ойындарды тиімді пайдалануы зерттелген. Қарапайым математикалық түсініктерді қалыптастыруына ықпал ететін дидактикалық ойындар кешені жасалған.

Тірек сөздер: барыс, қалыптастыру, қарапайым математикалық түсініктер.

The process of formation elementaru mathematical representations

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Summary

The article provides a description of the content of the concept of the formation of elementary mathematical concepts. The efficiency of the use of didactic games in the formation of elementary mathematical concepts in preschool children. A complex of didactic games, contributing to the formation of elementary mathematical concepts.

Keywords: the process of the formation of elementary mathematical concepts.

УДК 372.854.14

ТӘЖІРИБЕНІ ЖАҢАРТУ – ЗАМАН ТАЛАБЫ

Г.С. Байғұлова

Павлодар қаласы №5 жалпы орта білім беру мектебінің қазақ тілі мен әдебиеті пәні мұғалімі, Павлодар қ., Қазақстан

Аңдатпа

Баяндамада қазақ тілі мен қазақ әдебиеті сабақтарында курста алған білімді тәжірибе жүзінде қолданудың тиімділігі жөнінде айтылған. Қазақ тілі мен қазақ әдебиеті сабақтарында жеті модульді ықпалдастыру арқылы оқушылардың танымдық, сыни тұрғыдан ойлау қабілеттерін дамыту жөнінде айтылған.

Тірек сөздер: оқушылар, сыни тұрғыдан ойлау, модульдер, қазақ тілі мен әдебиеті сабақтары.

7 модуль бойынша сабақтарды қызықты етіп өткізу үшін үнемі оқушыларды сабақтан жақсы әсер алуына байланысты инновациялық технологияны қолдану қажет. Бағдарлама оқушыларға қалай оқу керектігін үйретіп, соның нәтижесінде еркін, өзіндік ой-пікірін жеткізе білетін ынталы сенімді болуды қалыптастырады. Күнделікті сабақтарда сыныпта ынтымақтастық ахуал қалыпастыру білімге құштарлықтарын, көңіл күйлерін жақсартуына оң әсерін береді. Ынтымақтаса жұмыс істей отырып, олар бір нәтижеге жету үшін топ ережелерін сақтауды үйренеді. Өз-өздерін реттеулері мен көшбасшылыққа ұмтылулары, дарындылары айқындала бастады.

Оқыту мен оқытудағы жаңа тәсілдердің ішінде диалогтық оқыту тәсілі де тиімділігін көрсетеді. Ол ұжымдық және өзара білім алмасуға жағдай туғызады. Бұл тәсілмен оқыту топпен әңгімелесу, сұхбаттасу, «миға шабуыл» логикалық сұрақ-жауап әдістері арқылы жүзеге асады. Білім беру жүйесіне жаңа инновациялық технологияларды енгізу арқылы оқыту үрдісін жетілдіру, оқушының танымдық қабілетін дамыту, саналы деңгейге көтеру – бүгінгі күнгі күрделі мәселе. Білімді жеке тұлғаға бағыттау арқылы өзін-өзі таныған, ақыл-ойын жан-жақты дамытқан өзіндік «Мендік» пікірі қалыптасқан оқушы тәрбиелеу мұғалімдер алдына тың міндеттер жүктейді.

Бұл модульдердің көпшілігін бұрыннан сабағымызда пайдаланып жүрсек те, тереңіне үңіліп, олардың өзіндік философиясын түсініп көрмеппіз. Әрине, бұрынғы дәстүрлі әдістерді де жоққа шығаруға болмайды, әр тәсілдің өзіндік артықшылықтары болады. Біз қолданып отырған бағдарламаның түрлі тәсілдерді жинақтағанына қарамастан, сындарлы оқыту негіздері қамтылған. «Оқу мен жазу арқылы сын тұрғысынан ойлауды дамыту» (СТО) бағдарламасының қазіргі таңда білімді, білгенін өмірге пайдалана алатын шәкірт тәрбиелеуде алатын орны ерекше. Білім берудің кешенді міндеттерін және мұғалімнің әртүрлі жағдайларда жұмыс істейтіндігін ескерсек, тиімділік деген сөзге аса мән беріп сол курста негізге алынған жеті модуль туралы қысқаша тоқталайын.

ҚР Президенті Н.Ә. Назарбаевтың «Ұлт болашағы білімді ұрпақтың қолында, ұрпақтың болашағы ұстаздардың қолында» – деген сөзінің өзі бүгінгі күннің талаптарының ұстаздар мойынына артар жүгі аз еместігін көрсетеді. Жаһандану қарсаңында білім беру нәтижесіне халықаралық талаптардың күшеюіне байланысты Елбасымыз «Ұлтымыздың әлеуетін оятуға және оны жүзеге асыруға жағдай жасайтын интеллектуалды төңкеріс қажет» - деп ұстаздардың алдына ұлы міндет жүктеп отыр. Осыған орай педагог қызметкерлердің біліктілігін арттыру жұмыстары әлі де қарқын алып келеді. «Жүректе қайрат болмаса, ұйықтаған ойды кім түртпек» деп данышпан Абайдың сөзін негізге алған педагогтер жұдырықтай жүрегіндегі бар қайраттарын бойынан шығарып, оқыту мен оқудың сан түрлі әдістерін ортаға салып, теорияны тәжірибемен ұштастыра біледі. Ойлану арқылы білуге, тәжірибесін арттыруға,мақсатқа ұмтылдыратын жетелеуші күш бар.

Әлемдік білім беру жүйесі уақыт өткен сайын жылдам дамуда. Білім беруде мұғалімдердің басты нысаны-оқушы. Ендеше алдымыздан білім нәрімен сусындаған оқушыларымыз қандай болу керек..? Менің ойымша өзінің және қоғамның көзқарасын барша жұртқа білдіре алатын, білімді, бәсекеге қабілетті, шығармашыл, құзырлы жеке тұлға болу шарт. Ал оқушыларымызды осы деңгейге жеткізу үшін біз сабақтарымызды қалай түрлендірер едік? Оқушының оқуға қызығушылығын,мүмкіндігін қалай арттыра аламыз?

Мектеп жұмысы мен оқушы жетістіктерін өрістетудегі негізгі тұлға – мұғалім (Strong, Ward & Grant, 2011) Стронгтің бұл тұжырымымен мен келісемін, себебі мұғалім оқу үрдісін ұйымдастырушы, оқушының дамуына өз септігін тигізіп, бағыттаушы. Деңгейлік бағдарламаны игеру барысында «Қалай оқу керектігіне үйрену» арқылы оқушылардың оқуға деген қызығушылықтарын арттыруды көздедім. Оқыту – мұғалімдердің оқушыларға жасаған сыйы емес, бұл құзыреттіліктер білім алу үшін оқушылардың өздері де оқу үдерісіне белсенді қатысуын талап етеді. Сондықтан да өз тәжірбиемде негізінен деңгейлік бағдарламалардан алған теорияма сүйенемін. Оқытудың әлеуметтік-мәдени теориясын дамыту барысында Выготский оқушының өз бетімен қол жеткізе алмайтын оқу деңгейін ересек немесе «маңызды» (ықпалды) адамның көмегімен қамтамасыз етудегі рөлі туралы жазады . Яғни оқушы көп білетін адамдармен қарым-қатынас жасайды. Бұл арада курс кезінде алған әдіс-тәсілдерді қолдана отырып бір-бірін үйретіп, «бағдаршам», «автор орындығы», т. б. тәсілдермен оқыту қажет деп білемін. Мұғалімге жеткізе алмаған ойын оқушы өз сыныптасына айта алады. Сол себепті топпен, жұппен қарым-қатынас жасау арқылы сол ортаға бейімделе бастайды. Оқушылар толығымен жаңа мәліметтерді бірін-бірі оқыту, толықтыру арқылы игереді. Деңгейлік бағдарлама аясында оқушыларға қалай оқу керектігін оқыту мен оқуда қолдану қажеттігін түсініп, жан-жақты игеріп, өзімнің іс-тәжірбиеме енгізудемін. Осыған дейін барлық ақпаратты мұғалім өзі оқушы санасына жеткізгісі келсе, баланың пікірін ескермей, уақыттың жетегіне кетіп, «мен» деген сөздің аясында жұмыс істесе, ал қазір қарым-қатынасты нығайту арқылы жаңа өмірге деген көзқарасы күрт өзгереді. Мұғалім аз сөйлеп, қажетті ақпарларды оқушының өз бетімен қабылдауына жол ашылды. Мұғалім – бақылаушы, оқушының қандай бағытта жұмыс жасап жатқанын қадағалап, кей жағдайда ғана өз ықпалын жасайды. Выготский танымдық қабілетті дамытудағы әлеуметтік өзара әрекеттестіктің маңызын бәрінен бірінші етіп қояды. Зерттеуші Хоу мен Мерсер (2010) бірлескен іс-шаралар ақыл-ой дамуы мен оқуды, сондай-ақ қарым-қатынас жасау дағдыларын арттыратынын көрсетті. Пиаженің танымдық өзгерістер балалар ересектердің емес, өздерінің құрбы-құдастарының идеяларымен және көзқарастарымен қарсы келіп қалған жағдайда орын алады деген болжамы бұл құбылыстың бірнеше түсініктемесін ұсынады. Жоғарыдағы аталған ғалымдардың ой-пікірлері менің өткізген сабақтарымда қолданыс тапты және басшылыққа ала отырып, көптеген жетістіктерге қолым жетті. Осы жаңа тәсілдерді қолдануда «диалогтік оқытудың маңызы» және «қалай оқу керектігін үйретуді» басшылыққа алдым. Оқыту мен оқудағы оқушы мен мұғалімнің арасындағы байланыс ол диалог арқылы болары сөзсіз. Мысалы, 9 сыныпта қазақ тілі сабағында

«Ғаламтор» деген тақырыпты өткен кезде, оқушылар ғаламтордың пайдасы мен зияны бойынша топтарда талқылады. Ең алдымен жұптық жұмыс жасауды ұсындым. Кейін жұппен талқылап болғаннан кейін топтың ішінде өзара пікірталас жүреді. Себебі бірінің ойын бірі жалғастыруда немесе түсінбей қалған жайттарды толықтыруда оқытудың осындай әдісі маңызды. Осы диалогтік оқыту сабақ барысында тиімді қолданылғанда оқушылар өз ойларын, көзқарастарын білдіріп, еркін сөйлеуіне, дамуына көмектеседі. «Диалогтік оқыту» модулі бір жағынан қызықты болса, екінші жағынан барлық мән-жайын түсінуді қажет ететін модульдердің бірі. Оқу үрдісіне оқушылардың барлығы белсенді жұмыс жасауын қамтамасыз ету үшін белсенді оқыту әдістерін кеңінен қолдану керек. Мысалы: рөлдік ойындар, қадамды сұхбат, постер т. б. Бұл әдістер сыныптағы барлық оқушыларды әрекетке тартып, ұжымда жұмыс жасауға үйретіп, тілдік қарым-қатынас орнатуға септігін тигізеді. Осы орайда кейбір ұстанымдарға сүйену маңызды болып табылады. Сонымен қатар бағалау модулі мені қызықтырды. Сондықтан да өзімнің іс-тәжірибеме оқушылардың оқуға деген қызығушылығын арттыру мақсатында сабақтарымда критериалды бағалауды енгіздім. Себебі критериалды бағалау жүйесі оқушы мен мұғалім арасындағы байланысты орнатып, оқу үдерісі барысында қателіктерді дұрыстауға мүмкіндік береді, оқушының оқуға деген ішкі уәжін оятып, дамытатын құрал болып табылады. Критериалды бағалау оқушының оқу нәтижелерін білім беру мақсаттары мен мазмұнына сәйкес келетін, білім беру үдерісіне қатысушылардың (оқушылар, мек теп әкімшілігі, ата-аналар, заңды тұлғалар және т.б.) барлығына алдын ала таныс, ұжым талқысынан өткен, нақты анықталған өлшемдер арқылы оқушылардың оқу жетістіктерін салыстыруға негізделген үдеріс.

Критериалды бағалауды енгізудің мақсаты:

– Мектепте оқыту сапасын жоғарлату;

– Мектеп бітірушілердің білімін халықаралық стандартқа сәйкестендіру.

Критериалды бағалау жүйесінің тиімділігі мынада:

– Мұғалімге оқушының оқу үрдісіндегі іс-әрекетін объективті түрде бағалауына мүмкіндік береді;

– Оқушыларға оқу үдерісі барысында туындаған қиындықтарды түсінуге, шынайы бағаланғандығына көзі жетеді;

– Ата-аналар тарапынан түсінбеушіліктер орын алмайды. Себебі өз баласының объективті бағаланғандығы туралы дәлелдемелермен қамтамасыз етіледі. Осыған байланысты оқушылар арасында өзара түсіністік және ұжымдық қарым-қатынас орнатылады. Оқушылардың өздеріне сенімсіздігі жойылады. Критериалды бағалаудың арқасында оқуға деген мүмкіндіктерінің арттады.

Оқушылардың оқу жетістіктерін бағалауда бірқатар дағдылар қолданылады. Олар: білу, түсіну, қолдану, анализ, синтез, бағалау.

Сабақта блум бойынша оқушыларға бағалау шкаласы беріледі, оқушылар топта өздерін-өздері бағалайды. Егер балаға оның белгілі бір деңгейге жеткендігін айтса, онда бұл оған үздік нәтижеге жету үшін не істеу керектігін түсінуге көмектеспейді; бұл ретте егер баламен бірге оның жұмысында мұндай бағалауға не әкелгенін және бағалау өлшемдерін түсіндіруге талдау жасаса, онда бұл балаға өзінің нәтижесін жақсарту үшін кейін не істеу керектігін түсінуге мүмкіндік береді. Сабақ барысында мен нені өзгерттім? Оқушылардың өздігінен білім алу дағдысын, әр сабақта өз түйгендерін жазуды қалыптастырдым. Бұл жақсы жұмыс түрі, жақсы бағалау әдісі. Өз тәжірибемде оқушылардың еркін сөйлеуі, ойын ашық айтуы, бір-бірінің пікірін құрметтеуі үшін әрекет жасай отырып, сөз байлығын және ой өрісін кеңейту үшін, шығармашылық қабілетін арттыру және пәнге қызығушылығын арттыру үшін жұмыстар ұйымдастырдым, әрі қарай алдағы уақытта да жалғастыруды басты міндеттерімнің бірі деп ойлаймын. Барлық сабақ барысында оқушылар дәл осылай жұмыс жасағанын, пәнге деген қызығушылықтарын әлі де арттыру, сабақ барысында жұмыс түрлерін өзгертіп отыруды мақсат етемін, осы курста алған бар білімімді, күш жігерімді салуға тырысамын. Өз тәжірибемде нені дамыттым? Оқушылардың сабақта еркін отырып, өздігінен білім алуларын, сыныптың ұйымшылдығын, мәтінмен мозайкалық әдіс арқылы жұмыс жасауды дамыттым. Видеоға, фотоларға түсірген кезде оқушылар бас кезінде қобалжығанмен, артынан өздерін еркін ұстады. Жұппен, топпен жұмыс жасаған кезде сабақта жіберген қателіктерін өз араларында түзеп отырды, жақсы түсініп, талдап, бағалай білді. Әсіресе бір-біріне қолдау жасап, ойларын ашық айтқаны, кері байланыс жасағаны ұнады. Олар топқа бөлініп, жаттығуларды орындау барысында, жетістіктеріне жеткендеріне және сол топтағы нашар оқитын баланың өзі белсенділік танытып, жақсы көрінгеніне, ортаға шығып дұрыс жауап айтқанына өте қуанды. Өздерінің жетістіктерін өздері көріп, бағалады. Дәл осындай қарқынмен өткен сабақтарымда үндемей отырған оқушылар болған жоқ. Менің алдағы уақытқа қойған жоспарым: мектепішінде, мектепаралық, желелік қоғамдастықта ұстаздармен тәжірибе алмасу. Сонымен қатар болашақта барлық сабақтарымда оқушылардың мүмкіндігін арттыру мақсатында критериалды бағалауды енгізу. Сонымен қатар тәлімгермен / мұғалімнен кеңес / өздігімен талдау / жоғарыдан көмек және өзімнің қасымдағы әріптестерімнің, сынып жетекшілерінің, ата-аналардың көмегін күтемін. Себебі мектеп-мұғалім – оқушы-ата-ана бірлескенде ғана жұмыс сапалы болады, әрі нәтижеге жету байқалады. Блум таксономиясымен сабақ жоспарлауды әлі де жалғастырып, курста алған білімімді әр сабағымда қолданып, балалардың білімін тереңдетіп, жақсы жетістіктерге жетуді мақсат етемін. Білім саласындағы қазіргі

проблемалардың бірі өскелең ұрпақта, өзіндік даму, нәтижеге бағытталған білім беру. Оқушылардың өзін-өзі тануға, дамытылуына жағдай жасау кез келген мұғалімнің қолынан келе бермейді. Оқу процесінде әлі күнге дейін оқушыларға Вербальді монологикалы әсер ету сақталған. Жас ұрпақтың бойында дамуға деген танымдық мақсатын қызметі тек оқушының өзіндік ойлау белсенділігі негізінде ғана іске асады. Ол процесс сабақты инноватикалық тәсілдермен түрлендіргенде ғана жүзеге асады. Алайда, кез келген білім мекемелеріндегі инноватикалық процестер түрлі объективті себептерге байланысты бірден пайда болып, іске асып, дамып және өзінің нәтижесін бермейді. Ол үшін оқу процесінің басқару құрылымын модернизациялау қажет. Озық тәжірибені ендіру және қарқындату түрлі инновациялық инициациялауға байланысты. Мектеп үшін білім мазмұнының жаңартудағы инновациялық және педагогикалық технологияларды ендіру, мониторинг бағдарламалары мен оқулықтардағы әдістемелік аппаратты эксперттеу күнделікті жағдайға айналды. Қорыта айтқанда, заман талабына сай оқушыларымызды білім нәрімен сусындату. Озық елдегі білім беру жүйесінің қаймағын өзіміздің білім беру реформасына енгізу. Деңгейлік бағдарламалар бойынша алған білімізді орынды қолдану. Сөзімнің соңында егер мектеп алдында әр баланың қабілетін дамыту сияқты әлеуметтік міндет тұрса, барлық пәндерде жаңа технологияны тиімді пайдалану арқылы білім алушының өз белсенділігін ояту, біліктілікті арттыру жағдайында рефлексивті кері байланыс орнату сияқты мәселелердің орындалуы тиіс дегім келеді.

«Ой артынан ой туар, желге мінсе жеткізбес» деген тағы да хакім Абайдың сөзі ойға оралады. Ойды ой қозғап курс барысында үйренгеніміз, қоржынымызға салған әдіс-тәсілдеріміз көп болды. «Тембилдинг», «Кейстер әдісі», «Кинометафора», «Модерация», «Социометрия» т.б терминдер біздің іс-әрекет барысында барынша қолданатын сөздеріміздің біріне айналып келеді.

Ғ. Мүсірепов айтқандай «Есту бар, білу бар, түсіну бар, қорыту бар». Біз де өз естігенімізді, білгенімізді, түсінгенімізді, қорытқанымызды өмірде қолдануға, алдағы жауапкершілікті сезініп, басқаларға жол сілтеуге барынша тырысуымыз керек. Өйткені болашақ бізден ұлы істерді талап етеді. Педагогикалық рефлексияда «рефлексияланушы мұғалім – бұл ойлаушы, талдаушы, өз тәжірибесін зерттеуші педагог» делінген. Өзін-өзі дамытуға және өзін-өзі жетілдіруге деген жалықпайтын қажеттілігі бар «өз кәсібінің мәңгілік оқушысы» (Д. Дьюи) болып қала беретініміз анық.

Білім – ел қазынасы, халқымыздың білімділігі – ел байлығы. Уақыт талабына сай білім беру үшін жаңаша әдістерін қолдануымыз қажет. Оқушылардың алатын негізгі білімдерінің сапасы оқыту дәрежесіне тәуелді. Сондықтан әрбір ұстаз өз ісінің шебері әрі жан-жақты ізденгіш әрі жаңашыл болып, оқушының білімге

ықыласы мен қызығуын арттыру мақсатында сабақтың құрылымы мен әдістәсілдерін өзгертіп отыруы міндетті. Мұғалімдер өз тәжірибесін үнемі жетілдіріп отыруы тиіс. Елбасымыздың «Еліміздің ертеңі – бүгінгі жас ұрпақтың қолында, ал жас ұрпақтың тағдыры – ұстаздардың қолында» деген сөзін әрдайым естен шығармайық.

Әдебиеттер

1. Педагогикалық шеберлік орталығы Кембридж Университетінің білім беру Факультетімен бірселіп әзірлеген Қазақстан Республикасы педагог қызметкерлірінің біліктілігін арттыоу курстарының деңгейлі бағдарламасына арналған глоссарий: оқуәдістемелік құрал. – Астана: «Назарбаев Зияткерлік мектетері» ДББҰ Педагогикалық шеберлік орталығы, 2012.

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Обновление опыта – требование времени

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Аннотация

В данной статье рассматривается эффективность использования знаний с курсов на уроках казахского языка и литературы. В статье рассматриваются возможности 7 модулей на на уроках казахского языка и литературы в плане развития у школьников познавательных способностей, критического мышления

Ключевые слова: учащиеся, критическое мышление, модули, уроки казахского языка и литературы.

Renewal of experience – requirement of time

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Summary

This article discusses the effectiveness of the use of knowledge with courses in the Kazakh language and literature lessons. The article deals with the possibility of 7 modules on the lessons of the Kazakh language and literature in terms of the development of students' cognitive abilities, critical thinking.

Keywords: students, critical thinking, modules, lessons of the Kazakh language and literature.

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ОҚУШЫНЫҢ ЗЕРТТЕУШІЛІК ЖӘНЕ ІСКЕРЛІК ҚАБІЛЕТТЕРІН АРТТЫРУ

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Андатпа

Мақалада бүгінгі оқушының зерттеушілік және іскерлік қабілеттерін арттыру мәселесі қарастырылады. Мақалада бүгінгі оқушының зерттеушілік және іскерлік қабілеттерін арттыру тиімділігі ашылады.

Тірек сөздер: бүгінгі, оқушының, зерттеушілік, іскерлік, қабілеттерін, арттыру.

Бастауыш мектеп – оқушы тұлғасының, санасының дамуы қуатты жүретін, ерекше құнды, қайталанбас кезең. Сондықтан бастауыш мектеп – үздіксіз білім берудің алғашқы басқышы, қиын да жауапты жұмыс. Бастауыш мектеп балаға білім беріп қана қоймай, оны жалпы дамытады, сөйлеуге, қоршаған орта туралы дұрыс көзқарас қалыптастыруға, ойын дұрыс айтуға, дәлелді сөйлеуге үйретеді. Бүгінгі қоғам талабы бойынша оқушы тек қана мұғалімнен білім алып қоймайды, сонымен қатар өзі ізденіс үстінде жүріп әр түрлі пікірталасқа қатысып, өз ой-пікірлерін толық жеткізіп, тәжірибе қолдана білулері керек. Зерттеуші білім алушы өзінің табиғатынан зерттеуге бейім келеді. Білуге құмарлық, бақылау жасауға талпыныс, өзінше зерттеу жүргізу баланың балалығымен бірге жүретін үрдіс. Зерттеу, іздену белсенділігі – баланың жаратылысына тән табиғи құбылыс. Зерттеушілік әдісін қолдану қажетті оқушының білім алу үрдісінде қоршаған ортасына қызығушылығымен, сүйіспеншілігімен қараумен түсіндіріледі. Оқушы өз бетінше зерттеу жүргізу арқылы қоршаған ортасын тани алады, жаңа білімді дайын күйінде

қабылдамай, өз зерттеуі арқылы алады [1, 5 б.]. Қазіргі кезде оқушы дарындылығын арттыру үшін мектеп өмірінде көптеген нәтижелі жұмыстар ұйымдастырылуда. Баланы оқыту мен тәрбиелеуге түрлі ізденіс жұмыстары арқылы дарындылықты аңықтап, олардың дұрыс қалыптасуына жағдай жасау керек.Оқушының ғылымға құштарлығын, бейімділігін қалыптастыру үшін бастауыш сыныптардан бастау алған өзіндік ізденіс жұмысқа үйрету жүргізіліп келеді. Елбасының «Жаңа әлемдегі-жаңа Қазақстан» атты халыққа жолдауында атап көрсеткендей, білімді де білімпаз, шығармашылық жігері мол жеке тұлғаның қалыптасып, дамуын көздейді.осы негізгі басшылыққа ала отырып, әрбір ұстаз баланың жан-жақты дамып жетілуіне өз үлестерін қосуда. Бұл талаптардың нәтижесінде бастауыш сынып ұстаздары арасында жаңа көзқарастағы жаңашыл шығармашылық топ құрылды.

Бастауыш сыныптарда құрылған «Кіші ғылыми қоғамның» өзіндік бағыттары бар. 3–4 сынып оқушылары ғылыми қоғамның мүшесі бола отырып, өмірге, ортаға, қоғамға деген қызығушылығын оятып, білімін жан-жақты дамыта алады [2, 36 б.]. Кіші ғылыми қоғамның өзіне тән елтаңбасы мен әнұраны, атауы болады. Кіші ғылыми қоғамның әрбір мүшесі өздеріне жүктелген зерттеу жұмыстары толық зерттеп, бақылай отырып, оның бағыты мен жоспарына сай жүргізіп келеді. Бастауыш мектеп оқушысының оқуын, ой еңбегін, ойынын ұйымдастыра отырып, мұғалім оның дамуына ықпал етеді. Ғылыми зерттеу жұмысымен шұғылданған оқушылар жоғарғы сыныптарға көшкенде осы жұмыстарын толықтырып, ғылыми жобаға қатысады. Дарынды оқушылар арасында құрылған кіші ғылыми ізденіс, зерттеушілік жұмыс оқушылардың білім дағдыларын қалыптастыруға, белгілі бір ғылым саласында өз білімдерін жетілдіре, толықтыра түсулеріне үлкен ықпал етеді. Бастауыш сыныптан бастап оқушы үлкен аудиторияларда өз ойларын еркін сөйлеп жеткізе алуға дағдаланса, шешендік қабілеттері артып, тілдік қорлары кеңейе түсері сөзсіз [3]. Олай болса, оқытудың дуальды жүйесі ертеңгі мамандардың кәсіби әлеуетін жоғарылатуға, дайындықтарын жетілдіруге зор ықпал етпек. Білім берудің бұл бағытының тағы бір ерекшелігі тараптардың қарым-қатынасы тепетеңдік және әділдік принциптері негізінде құрылады. Әлеуметтік серіктестікке қатысушылар оқыту нәтижесіне ғана емес, сонымен қатар оқытудың мазмұнына, оның ұйымдастырылуына да мүдделі. Тұтастай алғанда бұл бастаманың өз мәнінде жолға қойылуы үшін бүгінгі таңда дуальды жүйенің қазақстандық моделін жасақтап, болашақ кадрларды осы модель бойынша даярлайтын кәсіпорындар мен білім беру ұйымдарына арналған ереже жасақтаған жөн. Бұл ретте жергілікті билік өкілдерінің ықпалы болуы керектігін ескерген дұрыс. Сол секілді болашақ мамандар үшін кәсіпорындарда жұмыс орнын қарастырып, тәжірибеден өту мәселелерін шешу де жүйені дамытатын алғышарттар екені анық [4, 28 б.]. «Ал, дуальды оқыту жүйесін жүзеге асырудағы әлеуметтік серіктестіктер ықпалы қандай бо-

луы керек?» деген сауал туындауы заңды. Олар оқу орнына қандай және қанша маман дайындау туралы ақпарат беріп, оқу орнына маман дайындауға өз талаптарын қояды. Сонымен қатар, оқу орнымен бірлесе отырып, оқу-материалдық құжаттарын дайындауға қатысып, оқушыларды оқу және өндірістік тәжірибеден өткізуге жағдай жасауы қажет.

Кесте 1 – Жобалау тәсілмен ұйымдастыру, оқушылардың шығармашылық негізгі бөлімі

Рефераттық	Тандалған тақырып бойынша мәлімет жинау және жеткізу
Жобалау	Алдын ала болжап қойған нәтиженің сипаттамасымен қорытындылары.
Зертханалық-практикалық	Алдың ала болжап қойған нәтижесінің зертханалық қойылымы.
Натуристік-табиги сипаттық	Қандай да бір әдістеме бойынша жиналған нәтижелерді бекіту
Зерттеушілік	Оқылатын пән бойынша жаңа білімдер игеру(өзі жинаған және талдау жасаған материалдардің негізінде)

Кесте 2 – Зерттеу мен жобалау

Ажырату параметрі	Зерттеу	Жобалау
Уақыт категориясына қатынасы	Қысқа мерзімді	Қазіргі және болашаққа байланысты
Жемісі	Білім	Жоба
Нәтижелік критериялар	Ақиқаттылық	Іске асыру

Зерттеліп отырған құбылыс туралы білімдерің толығуы балаға өзінің алдына жаңа, күрделі мақсаттар қоюына түрткі болды. Демек, балалар зерттеу әрекетіндегі маңызды жайт-баланың өзі қойған жаңа мақсаттар өндеу, жинақтау және өзгерту арқылы жүзеге асырылады. Сондықтан, жасап көру мен қателер жіберу-балалар зерттеу әрекетінің басты да маңызды компоненті. Жаңа мәліметтер алуға бағытталған ойлау процесі әрекеттің бұрыннан таныс тәсілдерін қолданып қоймай, баланың қабілеттері мен ерекшеліктеріне байланысты жаңа тәсілдерді қолдануды білдіреді. Әрекеттің жаңа тәсілдерін құрудың қажеттілігі іздеу әрекеті мен қателесу, жасап көру секілді әрекеттерді де талап етеді. Бұл процесте балаларда объектілердің жасырын жақтары мен қасиеттерін анықтау мақсатында жаңа тәсілді іздеу қабілеті қалыптасады. Іздеу әрекетінің дамуы барысында балалардың қате жасаудан қорқуы жойылып, олар өздерінің кейінгі іс-әрекеттерін реттеу үшін жаңа әрі қажетті ақпаратты таңдай білуге үйренеді [6]. Зерттеушілік жұмыстар мен тапсырмалар оқушылардың танымдық және эстетикалық қажеттіліктерін

бір мезгілде қанағаттандыруға септігін тигізеді. Зерттеушілік қабілеттің бірден қалыптаспайтындығы белгілі, оқытудың алғашқы күнінен-ақ, бұл мәселе педагогикалық ұжымының назарында болуы тіис. Бастауыш мектеп курсының әрбір пәні оқушының зерттеушілік дағдыларын қалыптастыруға үлес қоса алады.

Зерттеушілік қабілет шығармашылықтың бір формасы болғандықтан, оқушылардың зерттеушілік қабілеттерінің дамуы туралы мәселе олардың шығармашылық қабілеттерінің дамуы жайлы келелі мәселенің құрамды бөлігі болып табылады.

Зерттеушілік әрекет екі нәтиже көрсетеді:

1. Педагогикалық нәтиже-оқушының жаңа білім, білік, дағдылар мен зерттеушілік әрекетінің тәсілдерін, шығармашылық қабілеттерін дамыту процесі,

2. Оқушының нәтижесі-ақыл-ой еңбегінің нәтижесінде құрылған макет, жоба, баяндама т.б. кез келген жағдайда мұғалім ұсынылған талаптар мен туындаған жағдайларға байланысты көрсеткіштерді өз бетінше анықтауға болады.

Қорыта келе, ақпараттық технологиялар, ғылыми-техникалық даму кезеңінде жан-жақты, білімді, ақпаратты тез қабылдайтын, алған білімді дұрыс қолдана білетін мамандар қажеттігіне бәріміздің көзіміз жетіп отыр. Еліміздің әрі қарай өркендеп, дамуына да жаңа көзқарасты ғалымдар керек. Сол заман талабына жастарды тәрбиелеуде бастауыш сыныптан бастап оқушыларды оқыту, үйретудің жаңа көзқарастары керектігі туындап тұрғаны сөзсіз. Оқушыларды ғылыми-зерттеу жұмыстарына қатыстыру арқылы жаңалық ашуға, өз бетінше шешім қабылдауға, баяндама жасауға үйренеді.

Оқушының интелектуалдық білігі мен коммуникативтік мәдениеті дамиды. Өз ойын ашық жеткізіп, сөзін дәлелдей алатын қабілетке көтеріледі. Дұрыс сөйлеуі қалыптасып, жүйелі зерттеуге төселеді. Осындай жұмыстардың нәтижесінде болашаққа балалар зерттеу жұмыстарын жалғастырып, білімге құштар болып, болашаққа ғалымдар қатарын толықтыратынына сенімдімін.

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Повышение исследовательских и деловых способностей учащихся

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Аннотация

В статье рассматриваются способы повышения исследовательских и деловых способностей учащихся. В статье рассматривается эффективность повышения исследовательских и деловых способностей учащихся.

Ключевые слова: современное, повышение, исследовательских, деловых, способностей, учащихся.

Increase research and business skills of students

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Summary

This article discusses ways to enhance research and business abilities of pupils. The article discusses the effectiveness of increasing research and business abilities of pupils.

Keywords: modern, promotion, research, business, skills, students.

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АКТИВИЗАЦИЯ ПОЗНАВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ ДЕТЕЙ ПОСРЕДСТВОМ ДИДАКТИЧЕСКОЙ ИГРЫ

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Аннотация

В данной статье рассматривается проблема активности детей. Показана роль дидактических игр как средства активизации деятельности детей. В статье речь идет об использовании дидактических игр на уроках, которые способствуют развитию познавательных интересов, мыслительных процессов и положительной мотивации обучения школьников.

Ключевые слова: игра, дидактическая игра, игровая деятельность, классификация игр.

Закон «Об образовании» Республики Казахстан и соответствующие законодательные акты определяют принципы государственной политики в области образования, обеспечивают реализацию конституционных прав граждан на образование, регулируют отношения между субъектами образовательного процесса, устанавливают их права, обязанности, полномочия и ответственность. Общей задачей образования является превращение его из средства передачи знаний в средство общего интеллектуального развития и формирования культуры учащихся [1, с. 2].

Проблема активности личности в обучении – одна из актуальных на сегодняшний день в образовательной практике. Отмечая равнодушие у обучаемых к знаниям, нежелание учиться, низкий уровень развития познавательных интересов, педагоги пытаются конструировать более эффективные формы, модели, способы,

условия обучения. Проблема активности личности в обучении как ведущий фактор достижения цели обучения, общего развития личности требует принципиального осмысления важнейших элементов обучения (содержания, форм, методов) и утверждает в мысли, что стратегическим направлением активизации обучения является не увеличение объема передаваемой информации, не усиление и увеличение числа контрольных мероприятий, а создание дидактических и психологических условий осмысленности учения, включения в него учащегося на уровне не только интеллектуальной, но и личностной, и социальной активности.

Разработкой данной проблемы в зарубежной педагогике занимались Ф.И. Янкович, Х. Паркхерст, Ч. Фриз, А. Нил, в русской педагогике – А. Макаренко, Л.В. Занков, А.В. Полякова, П.И. Пидкасистый, в Казахстане занимались такие видные деятели педагогической науки, как М. Дулатов, А. Сембаев, Н. Кульжанова и т. д.

В период младшего школьного возраста происходят существенные изменения в психике ребёнка; дети усваивают новые знания, новые представления об окружающем мире; перестраиваются сложившиеся у детей ранее житейские понятия; а школьное мышление способствует развитию теоретического мышления в доступных учащимся этого возраста формах.

Благодаря развитию нового уровня мышления происходит перестройка всех остальных психических процессов. Именно перестройка всей познавательной сферы в связи с развитием мышления составляет основное содержание умственного развития в младшем школьном возрасте. Как показывают многочисленные исследования учёных, развитие мышления способствует возникновению к концу младшего школьного возраста важнейших новообразований: рефлексии, которая преображает не только познавательную деятельность учащихся, но и характер их отношения к окружающим людям и самим себе, произвольности и способности к саморегуляции.

Игра – наиболее доступный для детей вид деятельности, способ переработки полученных из окружающего мира впечатлений. В игре ярко проявляются особенности мышления и воображения ребенка, его эмоциональность, активность, развивающаяся потребность в общении. Интересная игра повышает умственную активность ребенка, и он может решить более трудную задачу, чем на занятии. Игра в сочетании с наблюдениями, беседами, чтением и другими занятиями, дает хорошие результаты. Играя, дети учатся применять свои знания и умения на практике, пользоваться ими в разных условиях [2]. Это самостоятельная деятельность, в которой дети вступают в общение со сверстниками. Их объединяет общая цель, совместные усилия к ее достижению, общие переживания. Игровые переживания

оставляют глубокий след в сознании ребенка и способствуют формированию добрых чувств, благородных стремлений, навыков коллективной жизни.

Из этого следует, что использование дидактических игр на уроках является неотъемлемой частью учебного процесса.

В современных условиях гуманизации образования существующие теории и технологии массового обучения должны быть направлены на формирование сильной личности, способной жить и работать в непрерывно меняющемся мире, способной смело разрабатывать собственную стратегию поведения, осуществлять нравственный выбор и нести за него ответственность, т.е. личности саморазвивающейся и самореализующейся, самоактуализирующейся.

В школе особое место занимают такие формы занятий, которые обеспечивают активное участие на уроке каждого ученика, повышают авторитет знаний и индивидуальную ответственность школьников за результаты учебного труда. Эти задачи можно успешно решать через использование игр как средства активизации познавательной деятельности учащихся [3].

По мнению Л.С. Выготского, игра является первым проявлением творческого отношения детей к миру. Игра будит воображение, создает радостное настроение, дает возможность вызвать активную работу мысли. Творческие процессы, полагает он, лучше всего выражаются в играх детей, в них дети представляют примеры самого подлинного творчества. «Игра ребенка – писал он, – не есть простое воспоминание о пережитом, но творческая переработка пережитых впечатлений, комбинирование их и построение из них новой действительности...» [4].

Игра имеет большое образовательное значение, т. к. она тесно связана с обучением на занятиях, с наблюдениями повседневной жизни. В настоящее время значимость игры повышается из-за перенасыщенности современного школьника информацией. Во всем мире неизменно расширяется предметно-информационная среда. Телевидение, видео, радио, компьютерные сети обрушивают на учащихся огромный объем информации. Актуальной задачей школы становится развитие самостоятельной оценки и отбора получаемой информации. Одной из форм обучения, развивающей подобные умения, является дидактическая игра, способствующая практическому использованию знаний, полученных на уроке и во внеурочное время [5].

Использование дидактических игр на уроках способствует развитию познавательных интересов, мыслительных процессов и положительной мотивации обучения школьников. С одной стороны, игра предоставляет личности сиюминутную радость, служит удовлетворению актуальных потребностей. С другой стороны, игра направлена в будущее, так как в ней либо прогнозируются или моделируются жизненные ситуации, либо закрепляются свойства, качества, умения, способ-

ности, необходимые личности для выполнения социальных, профессиональных, творческих функций.

Одно из эффективных средств развития интереса к учебному предмету, наряду с другими методами и приёмами, используемыми на уроках, – дидактическая игра. Дидактическая игра – это специально создаваемые или приспособленные для целей обучения игры. Игре, как одному из основных видов деятельности в жизни маленьких учеников, отведено необходимое место в учебно-воспитательном процессе. Она используется в качестве одного из способов обучения различным учебным предметам в начальной школе. Ещё К.Д. Ушинский советовал включить элементы занимательности, игровые моменты в учебный труд учащихся для того, чтобы процесс познания был продуктивным [5].

Дидактическая игра (игра обучающая) – это вид деятельности, занимаясь которой, дети учатся. Это является утверждённым в педагогической практике и теории средством для расширения, углубления и закрепления знаний, важным средством воспитания умственной активности учащихся. Она вызывает у детей живой интерес к процессу познания и помогает им усвоить любой учебный материал.

Дидактическая игра – это ещё и игровая форма обучения, которую, в основном, применяют при обучении младших школьников.

В педагогической теории накоплен значительный материал о возможностях игры в процессе обучения, развития и воспитания. Исследователи едины во мнении о том, что в игре в наибольшей степени проявляются индивидуальные особенности личности [6].

В современной психологической и педагогической науке встречаются различные классификации игр.

Классификация игр:

а) по содержанию (игры, связанные с поиском по аналогии, согласно предложенным алгоритмам и в заданных пределах; игры, связанные с переносом знаний, опыта и способов деятельности в новые, нестандартные ситуации; игры, связанные с исследовательским и прогностическим поиском, перевоплощением и созданием принципиально нового на основе фантазии, воображения и поиска);

б) по видам (сюжетно-ролевые, театрализованные, интеллектуальные, компьютерные);

в) по форме организации участников (индивидуальные, парные, групповые, массовые);

г) по месту действия (на уроке, на игровом поле, игры за столом, игры на эстраде, на сцене, в зале, в доме и т. д.) [7].

Игровая деятельность влияет на развитие внимания, памяти, мышления, воображения, всех познавательных процессов, учит создавать обобщенные типич-

ные образы, мысленно преобразовывать их. Ценность игровой деятельности заключается и в том, что она обладает наибольшими возможностями для формирования детского общества. Она позволяет детям самостоятельно создавать те или иные формы общения.

Игра является той формой организации жизнедеятельности младшего школьника, в условиях которой учитель может, применяя различные методы, формировать личность ребенка, ее общественную направленность, активизировать познавательную деятельность.

Проведенное экспериментальное исследование особенностей развития мышления и уровня их сформированности у детей младшего школьного возраста позволило сделать следующие выводы.

1) Благодаря проведенным исследованиям и анализу практической деятельности, с использованием дидактической игры, как средства обучения, можно говорить о том, что для развития мышления необходимо стимулировать деятельность школьников с помощью дидактической игры. Игра позволяет воспитывать желание и умение учиться, создает такой эмоциональный фон урока, который помогает детям лучше и глубже усвоить содержание материала, создать рабочую, развивающую атмосферу.

2) Игра повышает уровень развития познавательных процессов таких, как, например, взаимопомощь, взаимовыручка, поддержка, чувство товарищества, а также психические процессы – мышление, память, внимание, речь, воображение и т. д.

3) Положительно дидактические игры влияют на развитие школьников, им предоставляется возможность работать в группе, решать различные учебные задачи, высказывать свое мнение, анализировать ситуацию, искать пути решения. Следовательно, игры способствуют развитию мышления.

В процессе игры воспитываются и нравственные качества, работая в группе, ребенок учится общаться, т.е. развиваются его коммуникативные способности, учится помогать одноклассникам, что воспитывает чувство товарищества, взаимопомощи. Игры положительно влияет на формирование и сплочение коллектива.

Таким образом, игра связана со всеми сторонами воспитательной и образовательной работы начальной школы. В ней отражаются и развиваются знания и умения, полученные на занятиях, закрепляются правила поведения.

Игровая деятельность – это ведущий вид деятельности детей, характеризующийся в основном воспроизведением в специфической форме действий и отношений взрослых.

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Дидактикалық ойын арқылы балалардың танымдық қызметін арттыру

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Андатпа

Мақалада балалардың белсенділігі мәселесі қарастырылған. Балалардың белсенділігін арттыру құралы ретінде, дидактикалық ойындардың рөлі көрсетілген. Мақалада мектеп оқушыларының танымдық қызығушылығын ойлау процессінің ең тиімді түрлері дидактикалық ойындарды сабақта қолдану туралы айтылған.

Тірек сөздер: ойын, дидактикалық ойын, ойын шаралары, ойын классификациясы.

Activation of cognitive activity of children through didactic plays

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Summary

This article deals with the problem of children's activity. The role of didactic plays shows as a means of revitalization of the children. The article is about the use of didactic plays on the lessons, which helps to the development of cognitive interests, thought processes and positive motivation of children learning.

Keywords: play, didactic play, play activity, classification of plays.

УДК 372.854.14

ОҚУШЫЛАРҒА ОҚУДА КЕЗДЕСЕТІН ҚИЫНШЫЛЫҚТАРДЫ ЖОЮҒА КӨМЕКТЕСУ

Г.М. Мажитова

Павлодар қаласы №5 жалпы орта білім беру мектебінің қазақ тілі мен әдебиеті пәні мұғалімі, Павлодар қ., Қазақстан

Аңдатпа

Баяндамада оқушылардың сабақ барысында кездесетін қиыншылықтарын шешу жолдары туралы жазылған. Қазақ тілі мен қазақ әдебиеті сабақтарында жеті модульді ықпалдастыру арқылы оқушыларға оқуда кездесетін қиыншылықтарды жоюға көмектестік.

Тірек сөздер: оқушылар, оқуда кездесетін қиыншылықтар, модульдер, қазақ тілі мен әдебиеті сабақтары.

Оқушыларға оқуда кездесетін қиыншылықтарды жоюға көмектесу атты баяндамада оқушылардың сабақ барысында кездесетін қиыншылықтарын шешу жолдары туралы жазылған. Деңгейлік курстан өткеннен кейін сыныптарда зерттеу жұмыстарын өткізіп, оқушыларды топтарда жұмыс істеуге дағдыландыра бастадық. Бұл зерттеу жұмыстарын не үшін өткізу керек, әрине топта жұмыс істегенде оқушылар жиі бір-бірлерімен жұмыс істегілері келмей, келіспеушілік болып жатады. Сол себепті алдымен психологиялық зерттеу өткізіп алған дұрыс. Топта жұмыс істегенде оқушының көңілі түспей тұрған оқушымен отырғысы кел-

мей тұрса зорлап отырғызуға болмайды. Өйткені ондай жұмыстан жақсы нәтиже шықпайды.

Өз пікірін, ойын қоршаған ортаға жеткізе алмау, түсіндіре алмау тұлғаны жағымсыз сезімге ұшыратады. Бұл жетіспеушіліктер тұлғаның толыққанды жетілуіне кедергі келтіреді.

Сіз өміріңізде кітаптың немесе фильм атын үнсіз қимыл арқылы түсіндіретін ойынға қатысып көрдіңіз бе? Сізді ойыншылар ұға алмаса қандай сезімде болар едіңіз? Басқа тілде сөйлейтін адамдар арасында өз ойымызды жеткізу үшін біз де осындай амалдарды қолданамыз. Оқушылардың қызығушылықтарын ояту мұғалімнің қолында, сол себепті әр түрлі стратегияларды қолдана отырып , зерттей отырып белгілі бір нәтижелерге жету мүмкіндігіміз бар.

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Психикалық кеш дамитын (ПКД) және аутизм қиындықтары бар балаларды оқыту ерекше сұраныстарды қажет етеді, бірақ олардың достары болмауы, оқшауланып қалуы және тентектердің мазағына ұшырауы мүмкін. Сынып ішінде өз қабілеттерін, біліктіліктерін көрсетуде де қиындыққа тап болады.

Дегенмен мұғалімнің оқыту кезіндегі қиындықтарды жеңу үшін қолданатын бірнеше стратегиялары бар. Сондықтан, ең біріншіден, мұндай балаларды оқытатын мұғалімдердің арнайы білімінің болғаны жөн.

Қоршаған орта: визуалды тәсілдерді қолданыңыз, мысалы, ауызша және жазбаша сөйлеуді ымдау, дене қимылдарымен толықтыруға болады. Көрнекті кесте жасаңыз. Мүмкіндігінше бөгде дыбыстардан алшақтатыңыз. Жұмыста гүл терапиясын қолданып, сабақты өте жарқыраған заттармен ауырлатудан аулақ болу керек.

Тұрақты режім: балаларды оқытуды жеңілдетуге және олар өзін қамқорлықта сезінуі үшін мұның өмірлік маңызы зор. Егер де күн тәртібі өзгеріп жатса, ол туралы балаларға алдын ала хабарлауды ұмытпаңыз. Жаңа мұғалімдерді алдын-ала таныстырыңыз. Балалар болашақта одан қорықпау үшін, таныстыру барынша дәйектілікпен жүргізілуі керек.

Вербальды нұсқаулықтар: Мінез-құлықтың вербалды нұсқаулықтары қысқа әрі нақты болуы керек. Балалар сіздің тек өздеріне ғана көңіл бөлетініңізді білсін. Әр жағдайға байланысты бір ғана нұсқау беріңіз. Бала сіздің бет – жүзіңізді көріп

тұрсын. Анық, қарапайым, қалыпты жылдамдықпен сөйлеңіз. Қимылдарды қолданыңыз. Анық жеткізілмейтін, дәлме–дәл қабылдануы мүмкін астарлы, бейнелі сөздерді қолданбаңыз. Балаға не істеуге болмайтынын емес, істеуге болатынын айтыңыз. Балаға осы кезде нақты не істеу керек екенін дәл айтыңыз.

Құрмет: егер балалар жұптасып, топтасып атқарылатын жұмыстарда өздерін еркін сезіне алмайтын болса, оларды мәжбүрлеудің қажеті жоқ. Осы мақсатта сыныптағы ПКД балалардың және аутист-балалардың кімдермен қарым-қатынас жасайтынын білу керек. Бұған «Достар ортасы» немесе «әлеуметтік тарих» сияқты жаттығулар көмектесе алады.

Мадақтама: баланың қарым-қатынас жасау үшін қабылдаған барлық әрекеттерін марапаттаңыз. Баланың ауызекі тілін жөндеуден аулақ болыңыз, одан да сөйлеуді дамытатын жақсы модельдермен және мүмкіндіктермен қамтамасыз етіңіз. Баланың әлеуметтік дағдыларын, тіл қолданысын арттыруды баланың қызығушылық танытатын істері арқылы жүзеге асырыңыз.

Мультисенсорлы (көп сенсорлы): оқытудың көру және кинестикалық тәсілдерін қолданыңыз. Бірақ психикалық кеш дамыған бала құм мен суды жақсы көріп, ал аутист баланың оларды жек көруі ықтимал екенін естен шығармаңыз.

Сыныптан тыс әрекеттер: ПКД балаларда және аутизммен сырқат балаларда қиындықтар үзілісте, тамақтануда, аялдамада автобусты күткенде немесе кез келген уақытта туындауы мүмкін. Бұл уақыттағы жағдаяттардан компьютер клубтары, ұйымдастырылған ойындар және тәлімгерлер ұсынған оңды қолдаулар оқушыларды әлеуметтік дағдыларға үйрете алады.

Егер баланың сөйлеу тілінде қиындықтар болған жағдайда ұсынылатын шешімдер

– Оқушыға берілген сұраққа жауап беру үшін қосымша уақыт алуына мүмкіндік беріңіз;

– Оның өзара қарым-қатынастан алар пайдасын бақылаңыз.

– Осындай санаттағы балаларға көмегі болуы мүмкін қарым-қатынас жүйесін зерттеудегі британдық ымдау тілі (BSL) немесе Makaton тәжірибелерін зерделеңіз.

– (пәнді анықтауға арналған сөздерді қоса алғанда) жаңа сөздерді оқытыңыз.

– Сөз қолданысына, сөздердің орын тәртібін жүйелендіруге арналған тапсырмалар беріңіз.

– Ауызекі сөйлеу дағдысы жетілген балалармен қарым-қатынас жасауына, олармен түрлі тақырыпта диалог құруына жағдай жасаңыз.

Сөйлеу әрекетін жоспарлауда, ұйымдастыруда кездесетін қиындықтар

Құрбылары немесе мұғалім оқушының сөйлеу әрекетін ұйымдастыруға көмектесе алады. ПКД балалар және аутизммен ауыратын балалар оларды

күнделікті өмірде еш қиындықсыз қолдануы үшін сөйлемдердің ойластырылған құрылымын пайдалану керек.

Еге рбаланың қарым-қатынас жасауда проблемалары болса:

– баланы әрдайым атымен атаңыз;

– сабақтан тыс шаралар өткізу кезінде балаларға өздері отырғысы келетін орындарға (кілемде, диванда, т.б.) отыруға рұқсат етіңіз;

– балалардың компьютерге қол жеткізуін қамтамасыз етіңіз. Олар балаларға бар назарын қажетті мәселеге аударып, кедергісіз жұмыс істеуге мүмкіндік береді;

– қажет болған жағдайда, нұсқаулықты қайталап айтыңыз; бірақ басқа сөздермен қайталап айтудың ПКД балаға көмектесіп, аутизммен сырқат баланы шатастыратындығын ұмытпаңыз;

– сұрақтарға өте мұқият болыңыз, себебі күрделі жауапты талап ететін сұрақтарға қарағанда, қарапайым жауапты талап ететін сұрақтар аутизммен сырқат бала үшін қолайлы жағдай туғызады;

– баладан олардың түсінігін тексеру үшін, сіздерге қандай әрекет жасау керектігін тағы басқаларға айтып көруін өтініңіз;

– баланың күнделікті қолдануы үшін қысқа сөйлемдерді үйретіңіз (бұл жөнінде үлкендердің барлығы білетіндігін жеткізіңіз!) немесе оған көмек қажет болған жағдайда мағыналы карталар арқылы қолдау көрсетіңіз;

– сәті келгенде қалжың аралас метафораны қолдана оқытыңыз;

– ым мен мимика арқылы сөздердің мағынасын түсіндіріңіз;

– баланың жұмыс орнында қолайлы жағдай жасаңыз.

Оқудағы қиындықтарды жеңу

Өзара іс-әрекет арқылы оқу (интерактив)

Құрамдас бөлшектері:

– Тиімділік: оқушылардың орнында болсақ, өзімізді қалай сезінер едік.

– Әлеуметтілік:өзара іс-әрекет арқылы оқыту.

– Когнитивтік:ойлау операцияларының үдерісі.

– Қиындықтарды түсіну.

– Оқуға деген танымдық қабілет.

Оқушыларға қажетті көптеген дағдылар бар: санай, оқи, жаза білу, жинақылық, қабылдау және қайтадан айтып беру. Кейбір оқушылар осы салаларда қиындық көріп жатады, сондықтан олардың өзіне деген сенімін арттырып, өздеріне беретін бағасын көтеру мақсатында алған білімдерін дұрыс қолдануға, бұл қиындықтарды барабар қабылдауға және жеңуге бағытталған, арнайы әзірленген стратегияларды қажетсінеді. Оқуда белгілі бір қиындық көретін оқушылар жалпы білім беретін мектептерде көп кездеседі, бірақ әдетте оларға аса көңіл бөліне бермейді.

Дислексия оқушының танымдық қабілеттері шегіндегі оқудағы кедергілердің тағы бір үлгісі болып табылады. Бұл кемшілік оқушының оқу, жазу, сауаттыжазу, есептеу қабілеттеріне әсер етеді. Дислексияны оқушы жадысының қысқа болуынан, кештүсінетіндігінен, қозғалыс үйлесімінің әлсіздігінен көруге болады, сонымен қатар сауаттылық дағдысы күнделікті өмірдің бір бөлігі болғандықтан және де бұл саладағы қиындықтар оқушының өзінің өзіне беретін бағасына ықпал етуі мүмкін болғандықтан, бұлақаулық жасырын еңбекке жарамсыздық болып табылады.

Әлеуметтілік: қарым-қатынасжәнеинтерактивтілік (өзарақарым-қатынас)

Оқу-әлеуметтік үдеріс, сондықтан оқушылар басқа оқушылар мен өзара қарым-қатынас арқылы да, өз беттерімен де дами алады. Осыған байланысты қазіргі кезде топтық және жұппен жұмыс істеуге көп көңіл бөлінеді. Сынып ұжымының мүшесі ретінде оқушыларға қойылатын негізгі талаптардың бірі: тыңдау, түсіну, сөйлеу және өз пікірін нақты және анық білдіру, дұрыс жауап беру, ұжымдық жұмыс пен ойын. Әлеуметтік тұрғы даналғанда оқу басқалармен араласып, қарым-қатынас жасауда қиыншылық көретін оқушылар үшін проблема болып табылады. Қиыншылықтардың қатарына дислексия және диспраксия (қимыл қозғалысының бұзылуы) сияқты тілдік және сөйлеу проблемалары да кіруі мүмкін. Сөйлеудегі кедергілерді жеңу ең басты мәселе болып табылады. Бұл оқушыларға оқу бағдарламасына қол жеткізуг емүмкіндік береді.

Тиімділік: мінез-құлық, эмоциялықжәнеәлеуметтік даму

Оқушылардың сенімін, ынтасы мен тәуелсіздігін дамытудың әр түрлі әлеуметтік және психологиялық тәсілдері бар. Олар өзіндік «менін» тануды, эмоцияларын басқаруды, әлеуметтік тәжірибе, ынтасы және аяушылықпен қарай білуді қамтиды. Кейбір оқушылар үшін ынталандырудың жетіспей жататыны анықталды, олардың сәтсіздіктен қорқынышы, қарым-қатынас жасаудағы, эмоцияларын басқарудағы қиыншылықтары кедергі жасайды. Жоғарыда айтылған қиыншылықтар оқуда айтарлықтай психологиялық және әлеуметтік кедергілердің пайда болуына әкелуімүмкін. Оқушылар физиологиялық, ақыл-ой немесе қоршаған орта факторларына (себептерге) немесе осылардың барлығына байланысты бірқатар әлеуметтік, мінез-құлықтық, эмоциялық әрекеттер жасауы мүмкін. Бұл саладағы проблемалар уақытша (адамның өмір мәнін жоғалтуына бейімделуі) және тұрақты бола алады. Оқушылар өздерінің эмоциялық және әлеуметтік қажеттіліктерін әр түрлі тәсілдер мен көрсетіп жатады. Ола роқшауланып қала алады, жалғыздыққа ұрынып, ойларын жинақтай алмай қалуы да мүмкін, ал кейбір балалар керісінше өте белсенді, проблемалы болып кетеді.

Эмоциялық және физиологиялық қажеттіліктер

Жекелеген оқушылар да оқуда кедергі болып табылатын психофизиологиялық ақаулықтар көп кездеседі. Сенсорлық проблемалар көру немесе есту қиыншылықтарын да қамтуы ықтимал, бірақ олар да уақытша болуы мүмкін. Физиологиялық қиындықтар физиологиялық, зат алмасу, неврологиялық себептерден туындайды, олар сабақ өтетін сыныптарды лайықты түрде жабдықтауды талап етеді. Бірақ көптеген оқушылар одан да күрделі білім беру және әлеуметтік қиындықтарға қалып отыр. Кейбір оқушылар мультисенсорлық қиындық көрсе, кейбіреулері – физиологиялық қиындықта болады. Өте күрделі физиологиялық ауытқулары бар оқушылар үшін арнайы оқу және жабдықтар қажет.

Тапсырма: арнайы білім беру қажеттіліктері (АБҚ) бар оқушыларды диагностикалау

Сыныбыңыздағы оқушылартуралы ойланыңыз:

1. Қандай өзекті және әлеуеттік кедергілер бар?

2. Оқушылар кестеде келтірілген АБҚ санаттарының біреуіне болсын сәйкес келе ме? Оны қалай анықтадыңыз?

3. Сыныпта қандай қиындықтар кең тараған? Оны қалай анықтадыңыз?

4. Қандай проблеманы жеңу ең қиын соқты және неліктен?

5. Бұл қиындықтарды жеңу үшін не істейсіз?

6. Осы оқушыларға көмектесу үшін Сізге қандай көмек, қолдау қажет?

Мұғалім әрекеттері оқушыға:

– пәнді түсінуін дамытуға;

– ақпаратты есте сақтауға жәнет олықтыруға (есте сақтау);

– мәтінді оқудағы, жазудағы және ойлау қабілеттеріндегі қиындықтарды жеңуге мүмкіндік беруге тиісті.

Саналы түрде ұғынып оқу оқушылар орындауға тиісті әрекеттермен және олардың өзіндік білім алуын дамыту үшін біздің қолайлы жағдай жасауымызбен ғана шектелмейтіндігін түсіну керек.

Сіздер оқушыларға оқу жоспарын меңгеруге көмектесе алатын көптеген жолдар бар. Біз бірнеше стратегия ұсынамыз. Бірақ жекелеген оқушылардың қажеттіліктері, сіз жұмыс істейтін жағдайлар жеке оқушыларға оқуға көмектесетін бірқатар шығармашыл тәсілдерді меңзейді.

Түсіну

– оқушылардың мәтінді оқуына және ережелерді дұрыс түсінуіне көмек көрсетуде ымды, визуалды белгілерді қолдану және өзге де көмек көрсету;

– сұрақты ұқпағансып, сұрақ қою немесе мәселе тудыру, бұл Сізге ережелердің реттілігі арқылы жүріп өтуге мүмкіндік береді;

– олардың қазір не істеулері керектігі туралы сұрақ қоя отырып, түсініктерін тексеру;

– нақты обьектілерді, белгілерді, символдарды, фотосуреттерді, сандық осьтер және компьютерлік анимацияларды қолдану арқылы абстрактілі ұғымдарды нақты ұғымдарға айналдыру;

– мәтін құрылымын, сұраққа жауап берудің әртүрлі нысандарын құруға мүмкіндік беретін міндеттерді пайдалану.

Қорыта келгенде оқушыларға кездесетін қиыншылықтарды жоя отырып, жадында қалтыра алу үшін:

– оқушыларға оқу мақсаты туралы еске салып отыру;

– көрнекі құралдар пайдалану;

– есептерді шешуде бұйымдарды, суреттерді, белгілерді немесе тірек сөздерді, алгоритмдерді пайдалану;

– оқушылардың орындауындағы нұсқаулардың дыбыстық жазбаларын жасау үшін диктофонды пайдалану;

– есте сақтауға қажетті тірек сөздердің қысқаша жазбаларын тақтаға жазып қою.

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Помощь учащимся в преодолении возникающих трудностей при обучении

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Аннотация

В данной статье рассматриваются пути решения возникающих трудностей учащихся в процессе урока. В статье рассматриваются возможности 7 модулей на на уроках казахского языка и литературы в плане помощи учащимся в преодолении возникающих трудностей при обучении

Ключевые слова: учащиеся, возникающие трудности при обучении, модули, уроки казахского языка и литературы.

The help to pupils in overcoming the arising difficulties when training

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Summary

This article discusses ways to address emerging problems of students in the lesson. The article deals with the possibility of 7 modules on the lessons of the Kazakh language and literature in terms of helping students to overcome the difficulties encountered in teaching

Keywords: students have difficulty learning module, the lessons of the Kazakh language and literature

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ГЕНИЙ М.Ш. АЛИНОВА

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Аннотация

Статья раскрывает многогранность педагогической деятельности профессора, декана ПГПИ М.Ш. Алиновой. В статье приводятся пожелания к 70-летнему юбилею Алиновой Мансии Шарапатовны, учителя, педагога, профессора, декана, красивой женщины.

Ключевые слова: Алинова М.Ш., юбилей, гений, управление, учитель, педагог, профессор, декан, красивая женщина.

Алинова Мансия Шарапатовна, доктор педагогических наук, профессор, учитель, декан факультета, автор многочисленных научных публикаций, прекрасная и красивая женщина, гений своей отрасли наук, гений управления, сегодня отмечает свой 70-летний юбилей. Как гений управления, она обладает следующими качествами:

– сильным желанием работать усердно и много;

– делает то, что другие считают невозможным;

– знает, что нужно делать и добивается этого;

– откровенна, пряма и честна;

– берет ответственность за то, что идёт неправильно;

– не боится признаться, что ошиблась и учится на своих ошибках управления;

– никогда не сомневается, что добьется управленческого успеха;

– знает, как мотивировать коллектив, способна очень эффективно доносить свои идеи до других, использует любую возможность объяснить свои идеи другим;

– всегда готова шутить над собой и не обижается, когда шутят над ней.

Давно известно, что женщины намного эмоциональней мужчин, это в полной мере касается и представительниц слабого пола, занимающих руководящие должности. Алинова Мансия Шарапатовна – женщина-начальница, декан передового факультета, как гений управления, несмотря на внешнюю строгость, невозмутимость и возложенную на нее ответственность, в глубине души остается нежной и чувственной, и в свой день рождения ей хочется услышать что-то особенное не только от своих родных и близких, но и от людей, с которыми она проводит большую часть времени – от своих сотрудников. В таком случае прекрасным вариантом является поздравление коллег, которые помогут не только подобрать добрые и искренние пожелания, но и выдержать необходимый стиль общения, сложившийся в коллективе факультета. По этим поздравлениям Алинова Мансия Шарапатовна конечно же узнает своих коллег, сотрудников факультета. Простые, лаконичные и в тоже время уникальные поздравления, из которых можно с легкостью выбрать то, что понравится и запомнится именно Алиновой Мансие Шарапатовне – женщине-начальнице, декану факультета:

* * *

Дорогая наша Мансия Шарапатовна – мудрая, светлая, понимающая! Коллектив нашей кафедры от всей души и чистого сердца поздравляет Вас с этим светлым днем и желает Вам новых побед, новых свершений, только приятных достижений и только решаемых задач. Пусть каждый Ваш день начинается с искренней улыбки и хорошего настроения, а любимая работа не перестает вдохновлять. Мы Вас очень, ценим, любим и уважаем, ведь Вы – опора нашего коллектива, его светоч, его тыл. Пусть же Ваше личное огромное счастье будет вечным – таким, как Ваша любовь к работе, а здоровье – крепким, как Ваша выдержка! Долгих лет жизни и достижения всех поставленных целей!

* * *

Самому любимому и хорошему декану в день рождения хочу пожелать самого главного и самого простого: здоровья, счастья, любви. А еще оптимизма и свободы. Чтобы Ваша душа всегда парила и была наполнена внутренней силой. Чтобы Вы могли взлететь над любыми проблемами и увидеть, как они ничтожно малы. Пусть никакие беды не смущают Ваше сердце!

* * *

Замечательный руководитель и прекрасная женщина, с днем рождения Вас! Пусть судьба зажжет над Вами счастливую звезду, и она никогда не покидает Вас. Пусть во всех делах Вам сопутствует успех. Пусть все, к чему бы Вы не прикоснулись, превращалось в прибыль. Пусть Вы никогда не устанете от работы!

* * *

Дорогая Мансия Шарапатовна! Наш дружный коллектив факультета – это прямое доказательство Ваших трудов, в качестве руководителя, ставшего для нас не только ярким примером для подражания, но незаменимым соратником. Мы желаем Вам не терять позитивного настроя к жизни и стремительно продвинуться по должностной лестнице к вершине. Счастья вам, почета и успехов в труде! С днем рождения!

Дорогая Мансия Шарапатовна, в ваш 70-летний юбилей мы дарим Вам эти прекрасные стихи:

Сегодня юбилей у той,
Кто позабыл уж про покой,
Кто всех успеет навестить,
Умеет преданно любить.

Кто знает толк в делах и моде,
Улыбчив при любой погоде,
Кому не жалко милых фраз,
Кто не оставит, не предаст.

Так пусть глаза всегда искрятся,
А неудачи пусть боятся.
Чтобы были силы, и с годами
Душа бы полнилась цветами.

Чтоб красота – везде, во всём.
Теплом окутан был ваш дом,
И уважением, и силой.
И жизни – долгой и красивой![*]

Кемеңгер М.Ш. Алинова

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Андатпа

Мақала ПМПИ профессоры, декан М.Ш. Алинованың педагогикалық қызметінің әртүрлі-ліктігін ашады. Мұғалім, педагог, профессор, декан, сүйкімді әйел Мансия Шарапатовна Алинованың 70-жылдығына мақалада мерейтойлық тілектер ұсынылады.

Тірек сөздер: М.Ш. Алинова, мерейтойлық, кемеңгер, педагог, ағартушы, профессор, декан, сүйкімді әйел.

Genius M.Sh. Alinova

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Summary

The article reveals the diversity of pedagogical activity professor, dean of PSPI M.Sh. Alinovoy. The article gives suggestions to the 70th anniversary of Alinovoy Muncie Sharapatovny, teachers, teacher, professor, dean, beautiful woman.

Keywords: Alinova M.Sh., anniversary, genius, management, teacher, educator, professor, dean, beautiful woman.

* Из свободных источников.

DEVELOPMENT OF PROFESSIONAL COMPETENCE IN DUAL-SPECIALTY STUDENTS (ON AN EXAMPLE OF «HISTORY, RELIGIOUS STUDIES» SPECIALTY)

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Abstract

The article explores the significant problem of developing a theoretical model of professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty). In order to validate the specifics of the professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty), we conducted the analysis of the establishment of the "professional competencies" concept. We provide theoretical validation of the structure and content of the professional competence in dual-specialty students (on the example of the "History, Religious studies" specialty). We studied, methodologically validated and developed a structure of a theoretical model of the professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty), which includes blocks, criterions, levels, methods, means and conditions for the efficiency of this process. Theoretical model of the professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty) is recommended for use during the development of the standards for dual specialties and educational programs in the higher school.

Keywords: dual specialty, theoretical model, development, professional competencies, students, history, religious studies.

1. Introduction

One of the leading global trends in higher education development is the training of multi-profile specialists, who have professional competencies in the field of several sciences and are able to use them in their work (Astakhova, 2003; Carr & Skinner, 2009; Kalashnikova, 2014). In the next decades, this trend will become the leading one in the field of higher education in Kazakhstan.

Training the multi-profile teachers of the new type requires new approaches and educational programs in teaching, orientation on the current situation in the country, consideration of the legal norms and regard for the job market needs, etc. Because of this, the project about the problem of training a multi-profile teacher of the new type – teacher of history and religious studies – is significant and demanded in the field of higher education. Currently, the main focus is turned towards the prophylactics and prevention of crimes in the field of religions. Foundation of the efficient fight against religious extremism and activity of the banned cults is the education of the growing youth that studies in secondary general-education schools, lyceums and gymnasiums, and the development of the correct understanding of the specifics of the global religions and religious tolerance towards the people of other religions in the young generation. In order to fulfill this range of goals, it is necessary to prepare a multi-profile specialist of the new type – teacher of history and religious studies, who has the professional competencies for actually providing the students with the knowledge in the field of history and religious studies. Moreover, this would facilitate solving the problem of the employment of the college graduates, who would be required in the ungraded schools and in the field of higher and secondary-level education, as well as in the organizations, which address the issues of religious politics. Because of this, the problem of the professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty) becomes significant.

Competence approach is the priority in the process of training a multi-profile teacher of the new type – history and religious studies teacher. Scientific problem of studying professional competence was addressed in the studies of: K.M. Berkimbaev, S.T. Nyshanova, B.T. Kerimbaeva and G.P. Meyrbekova (2012), A. Chown (1994), S. Gifford (1994), N. Fernandez, V. Dory, L.-G. SteMarie, M. Chaput, B. Charlin and A. Boucher (2012), Zh.K. Onalbek, V.V. Grinshkun, B.S. Omarov, B.Z. Abuseytov, E.T. Makhanbet, B.B. Kendzhaeva (2013), and others. In the works of these researchers, competence approach is addressed as the focus of the education result, i.e. student's ability as a specialist to act in various educational situations. Furthermore, the results of education on the example of a dual specialty are considered to be significant outside of the educational system; therefore, this allows setting the education in correspondence with the demands of the job market and current challenges of the society and to fulfill the employers' order to train professionally competent specialists of the new type – history and religious studies scientists.

In the studies of R.W. White (1959), E.E. Symanyuk and A.A. Pecherkina (2016), Ch. Day (1994), D. Hutchinson (1994), M. Johnson, L.S. Cowin, I. Wilson and H. Young (2012), K.A. Brown-Rice and S. Furr (2013), G.Z. Niyazova, K.M. Berkimbaev,

R.E. Pralieva, D.K. Berdi and A.K. Bimaganbetova (2013) the main characteristics of the competence approach are the following:

– Efficient use of skills, which allows productively performing the professional activity;

– Mastering knowledge, abilities and skills, which are necessary for working within the specialty with the simultaneous independence and flexibility in solving professional problems;

– Well-developed cooperation with the colleagues and the professional interpersonal environment;

– Integrated combination of knowledge, abilities and affirmations, which are optimal for conducting work activity in the modern educational environment;

– Ability to work well and efficient in the wide format of contexts with a high level of self-regulation, self-reflection and self-evaluation;

– Fast, flexible and adaptive reaction for the dynamics of circumstances and environment.

One of the productive directions of the analysis of complex pedagogical phenomena, which include training the dual-specialty specialists, on the methodologic level is systemic approach. It allows defining an integral combination of inter-connected structural and functional components – units of the analysis, which follow the goals of mentoring, education, students' cognitive and productive activity as the prospective specialists; it also allows studying their interconnections. Systemic approach in the pedagogics was addressed by B. Oreck (2004) and A.V. Torkhova (2006); D.Zh. Sakenov et al. (2012) studied it in the general structure of higher education.

The conducted analysis allows us to state the controversies between:

– The objective need in the wide-profile specialists with dual-competence training, who are professionally mobile and adaptive, and insufficient development of the scientific bases of the design and functioning of the system of training such specialists in the modern pedagogic college;

– Disciplinary nature of educational activity and inter-subjective nature of the professional activity, which prevents the development of students' professional competence, range of beliefs, unconventionality of thinking and ability to solve problems, which occur on border between different sciences.

Therefore, analysis of the studies of L. Sundburg (2001), A.E. Karimova, N.E. Kuzembaev, A.S. Amanova, and A.M. Sadykov (2016), G. Otepova, and A. Ilyassova (2014), A.V. Torkhova, (2006) and of the higher education practice in training dual-specialty students allowed stating the main controversy between the objective need in professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty) and insufficient level of the theoretical bases of professional

competence development in dual-specialty students (on the example of the "History, Religious studies" specialty) in the higher professional education system, as well as the corresponding Theoretical model of the professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty).

We transformed the range of the addressed problem into the scientific problem of the study, which can be described the following way: which is the structure and content of the Theoretical model of professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty)?

The solution of the abovementioned scientific problem is rooted in the aim of the study: to construct a Theoretical model of professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty).

2. Methods

Methodological basis of the study consists of interdisciplinary and systemic approaches. Religion is a social-cultural phenomenon, which is tightly linked with traditions and national psychology. The development of scientific-methodic foundation promotes the development of general cultural approach, corresponds with the requirements of the new ontology of science and education, because it provides the interdisciplinary nature of fundamental education. Interaction and mutual influence of different cultures – concepts of specific sciences, history and religious studies – constitute the wide inter-disciplinary field. Without knowing history, religion and bases of philosophy, it is impossible to comprehend cultural and historical roots of many phenomena in history and present time. From the position of the systemic approach, this problem is addressed as a certain education system and as an activity of the subjects, which are included in it. Analysis and synthesis are the priority research methods, because the work is based on integrating the disciplines, which requires research and analysis of the scientific-methodic problems in the field of training a history and religious studies specialist.

During the completion of the study, we conducted theoretical analysis of pedagogical, philosophical and psychological literature on the problem of professional competence development in dual-specialty students (on the example of the "History, Religious studies" specialty); analysis of pedagogical practice and research of the content, methodology and system of humanitarian education. The main theoretical method was genetically-constructive method, which allows modelling the educational process on the level of intra-subjective and inter-subjective integration; comparative-corresponding analysis, modelling method, method of scientific anticipation and design; synthesis, comparison, generalization and analysis.

The initial methodological positions of the study are based on:

– Personality-activity approach to organizing the educational process, which implies the combination of social and personal goals;

– Theory of goal-generation and goal-setting during activity organization;

– Theory of integrity of the content of educational and pedagogical process;

– Methodological statements about the motivational field of personality;

– Systemic approach as a direction in methodology of scientific comprehension of the social processes, which is based on addressing an object as a system;

– Theory of mentoring, according to which human's development as a person consists of mastering the system of objective social roles;

– Theory of cultural studies, which is based on the law of the priority of culture in social development;

– Theory of regulation;

– Theory of personality as a diachronic structure;

– Theory of personality as a subject of self-comprehension and self-development.

3. Results

Student's professional competencies are a combination of connected personality qualities: knowledge, abilities, skills, ways of acting, objects and processes defined with regard to the professional circle and necessary for the high-quality professional activity towards him. Professional competencies of dual-specialty students (on the example of the "History, Religious studies" specialty) is the characteristic of students' professional and personal qualities, including professional competencies in the "History, Religious studies" specialty, that provides efficient and reasonable conduction of the professional activity in different fields and segments of education. In the works of A.E. Karimova, N.E. Kuzembaev, A.S. Amanova, and A.M. Sadykov (2016), G. Otepova, and A. Ilyassova (2014), A.V. Torkhova (2006), K.M. Berkimbaev, S.T. Nyshanova, B.T. Kerimbaeva and G.P. Meyrbekova (2012), and others, student's professional competencies are defined as the basis, which provides almost all aspects of the professional activity.

The complexity of training a multi-profile specialist of the new type – history and religious studies specialist – is also rooted in the fact that currently religious studies in Kazakhstan do not have strictly stated positions.

Religious studies have the goal of developing an adequate image of religion and an objective attitude towards it in students and defining religion's place and role in the system of culture. Knowledge of history and religious studies specialist might be necessary during his prospective professional activity during the interaction between the educational and religious organizations during the conduction of research.

Training the dual-specialty professionals defines the need in specific approaches in the selection and structuring of the education content, which are related to the presence

of heterogeneous fields in their professional activity. Training a wide-profile specialist is based on developing a self-organized, capable of goal-setting and creative work and competent specialist.

Professional competence of a dual-competence specialist is defined by fundamental humanitarian-scientific and scientific-affirmational training.

The process of designing and functioning of the system of training personally- and socially-demanded dual-competence specialists in college conditions can be efficient, if it is based on the following main points:

1. Correspondence between goals, tasks and content of our designed and actualized system of training dual-competence specialists and the dynamic and changing social order for raising a mobile, adaptive, creative and self-actualizing personality;

2. Comprehension of dual competence as an integrated specialist's training, which expands the fields, functions and types of the adjoining fields of heterogeneous professional activity and social-cultural basis, which provides its multi-functionality, mobility and adaptability;

3. Supply of non-controversial synergic interaction of didactic and methodic means of the integrated profiles of training, which defines the fulfillment of goals and development of an integral education content;

4. Integration as social-economical, logical-methodological, epistemological and axiological foundation of integration of different activity elements into a unified structure, which has relatively separate, but also hierarchically organized, fields – the occurrence of which provides productivity and robustness of the integration process.

Because of this, it is necessary:

1. To explore social-economic and social-cultural predispositions and conditions, which cause the need in preparing dual-competence specialists;

2. To validate the essence and structures of the system of training dual-competence specialists on the basis of retrospective historical-logical analysis;

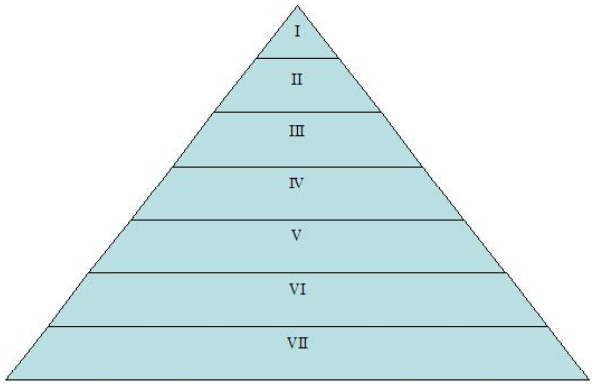
3. To develop scientific bases of designing a system of training dual-competence specialists;

4. To identify the main characteristics of integration of different professional activity types. To validate logical-content basis of the integration processes;

5. To develop a theoretical model of dual-competence specialists' training;

6. To validate theoretically dual-specialists' training in the college conditions.

3.1. Originality of the results. Our study provides theoretical validation, designs and presents the Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty (see picture 1).



Picture 1. Theoretical model of professional competence development
in dual-specialty students on the example of the "History, Religious studies" specialty.

Explanation of picture 1. Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty. Present Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty shows the main elements of the process of the Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty, in their inter-connections:

I – The process of the professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty;

II – Goal element of the professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty (to develop the professional competencies in dual-specialty students);

III – Functional element of the professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty (development, organization and regulation of the process of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty);

IV – Monitoring element of the professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty (Criterions: professional competencies; Levels of development: high, average, low);

V – Organizational element of the professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty (Conditions: organization of the educational activity of dual-specialty students in college; Forms of education: frontal, group, individual; Methods and means of teaching: general, special, innovative);

VI – Resulting element of the professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty (the level of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty);

VII – Prospective element of the process of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty (analysis and renewal of the professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty).

4. Discussion

– Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" presents the hierarchically-defined system of inter-connected goals, content and principles of integration of adjacent fields of heterogeneous professional activity, aimed at expanding professional mobility and personality self-actualization;

– Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" is the proof of the fact that the integration of heterogeneous fields of professional activity (history, religion) leads to a new model of dual-competence specialists' activity, which is characterized by the expansion of its types, functions and fields. This model determines the content and structure of training dual-competence specialists;

– Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" corresponds with a dual-competence specialist's professional activity, provides the coherence and inter-connection of goals, content and principles of heterogeneous types of training and is aimed at the development of generalized, mutually-enriching knowledge, abilities and skills;

– Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" reveals the content and principles of constructing a complex and anticipatory educational-programmed supply of dual-competence specialists' training, which reflects the structure and content of their professional activity and training.

It is necessary to focus on high-quality training of a multi-profile teacher of the new type with fundamental knowledge in the field of global and national history and religious studies. Ministry of Education of the Republic of Kazakhstan presents a logical demand – history of religions and other religious-studies disciplines in schools and higher educational institutions have to be taught by the teachers, who have special professional training. During the current year, MOS of the RK introduced a pilot project on training

the specialists in dual specialties, which once again stresses the significance of training the employees of multi-profile type.

5. Conclusion

As a result of the conducted study, we validated the concept of student's professional competencies as a combination of connected personality qualities: knowledge, abilities, skills, ways of acting, objects and processes defined with regard to the professional circle and necessary for the high-quality professional activity towards him. In turn, professional competencies of dual-specialty students (on the example of the "History, Religious studies" specialty) is the characteristic of students' professional and personal qualities, including professional competencies in the "History, Religious studies" specialty, that provides efficient and reasonable conduction of the professional activity in different fields and segments of education. This position is the foundation of the structure of the Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty. Originality and scientific novelty of our study consists of defining and specifying the systemic approach towards the process of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty. Systemic approach allowed us to develop and validate the structure, elements and content of the Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty. The developed Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty makes a theoretical contribution in the further development of methodology and methods of the professional training of dual-specialty students on the example of the "History, Religious studies" specialty; it also sets the perspectives of further studies of the scientific problem of the professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty. Unlike the studies of A.V. Torkhova (2006), A.E. Karimova, N.E. Kuzembaev, A.S. Amanova, and A.M. Sadykov (2016), G. Otepova, and A. Ilyassova (2014), K.M. Berkimbaev, S.T. Nyshanova, B.T. Kerimbaeva and G.P. Meyrbekova (2012), E.E. Symanyuk and A.A. Pecherkina. (2016), in our study we developed a Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty, the content and structure of which define the conditions for updating educational and methodic materials and educational programs, which provide the efficiency of the process of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty. The developed Theoretical model of professional competence development in dual-specialty students on the example of the "History, Religious studies" specialty is recommended for pilot use in higher educational institutions.

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THE PROCESS OF PREPARING FUTURE TEACHERS TO USE MULTIMEDIA LEARNING

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Abstract

This paper rationalizes the training of future teachers to use multimedia training tools and defines future teachers' readiness to use multimedia training tools reflecting the specifics of

professional teaching activity. The criteria have been developed (availability of stable motives to use multimedia training tools at school; depth and strength of scientific and theoretical knowledge on multimedia training tools and methodology to apply them at school; level of mastering methods in connection with the use of multimedia training tools to solve typical teaching tasks of future teachers) and levels of future teachers' readiness to use multimedia training tools have been specified. Model for training future teachers to use multimedia training tools has been theoretically rationalized and experimentally tested, reflecting the structure of professional competence of future teachers in the use of multimedia training tools.

Keywords: Multimedia training tools, readiness, future teachers, model, professional competence, use of multimedia training tools.

1. Introduction

Within the informatization of education, of urgency is the creation and use of new training tools to organize the work of students in a single educational environment and contributing to education quality enhancement. Such tools include multimedia training tools, i.e., information sources containing graphical, word, voice, musical, video, photo and other information in digital form seeking to solve the goals and tasks of modern education. Multifunctional multimedia training tools enable to place large volume of information; quick search and access to the required information; unbiased and appropriate knowledge assessment in students; visual presentation of many complex phenomena and processes; use of graphic design; co-acquisition of information.

In that connection, utmost realization of education's informatization tasks requires training of future teachers to be improved teaching them to use modern multimedia training tools.

2. Literature Overview

The analysis of researches by Aaron, M., Dicks, D., Ives, C. & Montgomery, B. (2004), Ezziane, Z. (2007), Garrison, J. A., Schardt, C., & Kochi, J. K. (2000), Graziano K. J. (2012), Husler, R. P. (1996), Juniu, S. (2003), Magdy F. Iskander, J. Corey Catten, Rex Jameson, Antony Jones and Albert Balcells (2014), Parshina L. (2014), Pomorov S.B., Prokhorov S.A., SidorovV.A., Stepanskaya T.M. (2014), Sakenov, D. Zh, (2012), Timothy Ellis (2004), Wayne Burleson, Aura Ganz, Ian Harris (2013) showed that there is a great number of studies on professional training of future teachers within education's informatization.

It should be noted that in some works (Groth, R., Spickler, D., Bergner, J., Bardzell, M., (2003), Efimova, E.A. (2011), Rintala, J. (1998)) attention is paid mainly to theoretical and methodological training of students in information science which allows future teachers to use information technologies in preparatory school's academic activity. However

those studies did not cover on future teachers' training to use modern training tools, in particular, multimedia training tools. Thus, formation of future teachers' readiness to use multimedia training tools has not been an object of wide research so far which allows to state the rationale of research in that field.

So, this research's rationale is determined by contradictions between:

– social need for teachers capable to efficiently carry out professional activity within informatization of education and with insufficient level of future teachers to use multimedia training tools required for successful realization of educational, developing and pedagogic goals of school academic process;

– need to form future teachers' readiness to use multimedia training tools and insufficient scientific development of this issue in higher school practice.

In that connection, the research problem is in the need to expose the specifics of future teachers' readiness to use multimedia training tools. Based on the above, the objective of this research is to rationalize, develop and experimentally check the methodology to form professional readiness in future teachers to use multimedia training tools at school.

3. Methods

Methods of research are determined by its objective. This paper uses a range of methods compliant with the stages of research:

– analysis of psychological and pedagogical, scientific, scientific and engineering and methodological literature on the topic of the research;

– analysis of regulations including governmental educational standards of higher professional education;

– modeling;

– pedagogical experiment;

– questionnaires;

– tests;

– analysis of students' products;

– processing and interpretation of experimental data.

4. Analysis Result

Future teachers' readiness to use multimedia training tools is a stable feature of teacher's personality which determines the ability to solve basic professional pedagogical tasks through the use of multimedia training tools within multi-subject polyfunctional pedagogical activity seeking to educate, train and develop children of school age.

Future teachers' readiness to use multimedia training tools includes the following structural components:

– psychological, represented by motives expressed via interests and needs to use multimedia training tools , pursuance of professional improvement in the use of multimedia training tools in future teaching activity;

– scientific and theoretical, assuming the aggregate of topic-related methodical knowledge integrating general and special knowledge in the use of multimedia training tools;

– technological, represented via a range of skills on arrangement of education of pupils using multimedia training tools.

Future teachers' readiness to use multimedia training tools is formed gradually:

1. Decisive is the establishment of motivation to use multimedia training tools at school and implementation of available competences within professional pedagogical training;

2. Experience in solution of professional tasks of future school teachers using multimedia training tools based on general professional content;

3. Improvement of experience in solving professional tasks of future school teachers using multimedia training tools during the study of methodical disciplines.

The methodology for formation of future teachers readiness to use multimedia training tools assumes the use of productive teaching methods (project method, method to solve reasonably selected tools, etc.); use of modern technical and information teaching tools (computers, multimedia projectors, Internet resources, etc.); arrangement of academic process based on optimal combination of collective, group and individual forms of learning activities. In the course of development of the methodology to form readiness of future teachers to the use of multimedia training tools, specific features of school teacher's professional activity are accounted for:

– multiple subjects, making a school teacher master theory and practice in teaching a few subjects in various areas of knowledge;

– polyfunctionality, meaning exercising a few functions by a school teacher: teaching, educating and developing pupils; assistance in socialization of pupils, creating common culture in them; pedagogical consulting for parents, governing and coordinating training effects of family and school;

– taking the age-relate characteristics of pupils into account presumes the observance of particular psychological, pedagogical and methodical conditions as well as the use of health-saving technologies in the arrangement of the academic process.

Levels of readiness of future teachers to use multimedia training tools are as follows:

I. High;

II. Middle;

III. Low.

The diagnostics of readiness of future teachers presumes the study of its structural components and is carried out on the basis of the following criteria:

I. stable motives to the use of multimedia training tools at school;

II. depth and strength of scientific and theoretical knowledge on multimedia training tools and methodology in connection with their use at school;

III. level of mastering methods to use multimedia training tools in pursuance of solution of typical teacher's tasks.

Conceptual characteristic of the components for training future teachers to use multimedia training tools is represented in Table 1.

Table 1

Conceptual characteristic of the components
for training future teachers to use multimedia training tools

Stages	Criteria	Levels	Components	Component's content
1	I, II, III	I, II, III	Psychological	Motives expressed by interests and needs to use multimedia training tools, pursuance of professional self-improvement in the use of multimedia training tools in future pedagogical activity.
2	I, II, III	I, II, III	Scientific and theoretical	Aggregate of topic-related methodical knowledge integrating general and special knowledge in the use of multimedia training tools: knowing typology of multimedia training tool, specifics of stages of their development, knowing software opportunities in creating multimedia training tools, requirements to multimedia training tools, knowing methodical aspects of academic process arrangement at school using multimedia training tools.
3	I, II, III	I, II, III	Operational and technological	Range of skills on arrangement of education of pupils using multimedia training tools: setting learning goals using multimedia training tools; analyzing multimedia training tools; choosing particular multimedia training tools; making notes of lessons and off-class lessons using multimedia training tools; making and using electronic texts; organizing individual, group and collective work of children using multimedia training tools in connection with the content of disciplines studied at school, etc.

Readiness to professional activity is the initial stage of building professional competence and therefore for more efficient formation of readiness to use multimedia training tools in future teachers it is required to be oriented at teacher's professional

competence structure as a specialist in the use of multimedia training tools. We specified the following components of teacher's professional competences in the use of multimedia training tools:

– core competences: – using various kinds of information (information competence); – contacting other parties of educational process in various communicative situations related to the use of multimedia training tools (communicative competence); – following social behavioral norms in situations related to the use of multimedia training tools (social competence);

– basic competences: – choosing multimedia training tools seeking to solve particular professional tasks; – analysis and assessment of multimedia training tools; – creating own simple multimedia training tools;

– special competences: – design of academic and training process on various school subjects using multimedia training tools; – arrangement of training at school using multimedia training tools.

5. Discussion

The content of components for future teachers training to use multimedia training tools enabled us to build Model for training future teachers to use multimedia training tools displayed on Figure 1.

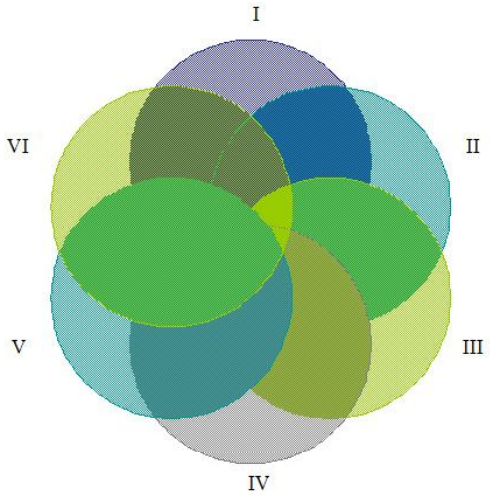

Figure 1. Model for training future teachers to use multimedia training tools.

Notes to Figure 1 Model for training future teachers to use multimedia training tools:

I – Readiness of future teachers to use multimedia training tools; II – Future teachers' training components to use multimedia training tools; III – Content of future teachers' training components to use multimedia training tools; IV – Professional competences; V – Criteria; VI – Levels.

The field experiment was done in the natural conditions of academic process in the course of students teaching (control group – traditional methodology, experimental group – experimental methodology). At the summative stage of the experimental work diagnostics were done using methodologies seeking to solve the level of formation of readiness to use multimedia training tools in future teachers. Assessment of future teachers' level of readiness to use multimedia training tools in teacher's professional activity was made via identification of formation levels of psychological, scientific and theoretical, operational and technological components of the readiness under research.

The diagnostic tools comprise three units in compliance with structural components of readiness. In connection with the versatility of results to process data bulks and making them homogenous the average parameter of readiness to use multimedia training tools was computed.

In students of the experimental and control groups, the initial level of formation of readiness to the use of multimedia training tools in future teachers was identified. The summative experiment showed that the results of distribution by levels of readiness to use multimedia training tools in future teachers in the experimental and control groups differ slightly and correspond mainly to the low level (86% of control group's students and 90% of the experimental one).

The purpose of the summative experiment was to test Model for training future teachers to use multimedia training tools taking into account specifics of school teacher's activity.

At the final stage of the experiment the final levels of formation in future teachers of the readiness to use multimedia training tools were identified. Dynamics of level of readiness to use multimedia training tools and their components in future teachers are displayed in Table 2.

Table 2

Dynamics of level of readiness to use multimedia training tools in future teachers (%)

Levels of readiness formation	Groups			
	Control		Experimental	
	Summative experiment	Control experiment	Summative experiment	Control experiment
High	0	10	0	60
Middle	14	61	10	40
Low	86	29	90	0

Comparing the levels of readiness to use multimedia training tools before and after the summative experiment showed that in the experimental group 60% of tested persons reached high level of readiness while in control group only 10% did so. Thus, the implementation of our Model for training future teachers to use multimedia training tools taking into account specifics of school teacher's activity enabled to greatly improve the level of readiness to use multimedia training tools by future teachers. Therefore, the experimental work conducted confirmed the target pursuing the formation of readiness to use multimedia training tools in future teachers.

6. Conclusion

The need to organize target training of future teachers to use multimedia training tools in their professional activities is conditioned by the educational practice needs within informatization of education.

The rationalized structure of teacher's professional competence as a specialist in using multimedia training tools is as follows:

– core competences: information competence; communicative competence; social competence;

– basic competences: selection, analysis and assessment, creating own simple multimedia training tools;

– special competences: design, organization.

That approach served as the basis for developing Model for training future teachers to use multimedia training tools accounting for the specifics of professional activity of a school teacher (multi-subjects, polyfunctionality, age-related specifics of pupils).

The originality of our research is that, as distinct from the studies by Aaron, M., Dicks, D., Ives, C. & Montgomery, B. (2004), Ezziane, Z. (2007), Garrison, J. A., Schardt, C., & Kochi, J. K. (2000), Graziano K. J. (2012), Husler, R. P. (1996), Juniu, S. (2003), Magdy F. Iskander, J. Corey Catten, Rex Jameson, Antony Jones and Albert Balcells (2014), Parshina L. (2014), Pomorov S.B., Prokhorov S.A., Sidorov V.A., Stepanskaya T.M. (2014), Sakenov, D. Zh, (2012), Timothy Ellis (2004), Wayne Burleson, Aura Ganz, Ian Harris (2013) we proved that implementation of the developed Model for training future teachers to use multimedia training tools enables to optimize the students training process which has been acknowledged in the course of experimental work.

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ELECTIVE DISCIPLINES AS MEANS OF FORMATION OF PROFESSIONAL COMPETENCE

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Abstract

The article examines essential characteristics and specific features, role of elective disciplines in the formation of professional competence of students as future teachers. Important and promising characteristics of the content of professional competence of students as future teachers have been studied and theoretically justified. We have theoretically justified, practically developed and experimentally tested an original model of formation of professional competence of students as future teachers when studying elective disciplines in conditions of a teaching institute, including criteria, rates and levels of performance of this process. Within the conducted experiment, we have empirically tested and proved the pedagogical efficiency of the developed original model of formation of professional competence of students as future teachers when studying elective disciplines, the role of elective disciplines as a means of formation of professional competence of students as future teachers has also been proved.

Keywords: Elective disciplines, role, means, professional competence, students, future teacher, formation of professional competence.

1. Introduction

The goals of educational programmes of institutes of higher education is training bachelors as specialists of new formation who are able to solve socially important tasks of education and upbringing creatively and professionally, who possess professional competence and can conduct teaching activities creatively in the institutions of education and upbringing. Present academic value and specificity of educational programmes at teacher training institutes of higher education shows in the content and catalogue of elective disciplines which gives a student an opportunity of providing educational

services in polylingual trajectory; introduction of dual learning elements into the process of learning; flexibility and update of educational content; development of professional skills and competence focused on an educational field of activity taking into account the needs of society and economy. Elective disciplines are optional disciplines the content of which allows to satisfy professional interests in accordance with personal inclinations. A subject chosen by a student becomes mandatory. As a whole, regional component of professional education and elective disciplines secure knowledge, skills and abilities of future teachers. Elective disciplines, in their turn, are a list of educational disciplines which are approved by educational institutions and form an optional component that students use to form their individual curriculum within the scope of established credits. The list of elective disciplines is discussed and approved by Education Board of a higher educational institution. Registrar Office of a higher educational institution works out a catalogue of elective disciplines based on the list of elective disciplines. The process of signing students up for elective disciplines is organised by the Registrar Office with the methodical and consultative help of departments, dean's offices and advisors. Student's individual curriculum is formed after the enrolment for elective disciplines is over. Elective disciplines are selected under the supervision of an advisor. The advisor presents students with alternatives to each subject from the catalogue of elective disciplines, consults them on the succession of studying the disciplines. Therefore, it is obvious that elective disciplines are of great importance in providing knowledge, skills and abilities for future teachers, in formation of their professional competence as future teachers.

The analysis of works by Arsamerzaev G.A., Dauletova I.G., Sakenov J.Z., Toktarbayev G.-S. D. (2014), Chown A. (1994), Uzakbaeva, S., B. Baimukhanbetov, K. Berkimbaev, B. Mukhamedzhanov and R. Pralieva. (2013), Gifford S. (1994), Nicolas Fernandez, Valerie Dory, Louis-Georges SteMarie, Monique Chaput, Bernard Charlin and Andree Boucher (2012) shows that one of the priority areas of modern education is formation of professional competence of students. The conducted analysis of academic literature on the issue of formation of professional competence of students is indicative of growing scientific and methodical interest to this problem. It should be noted that no system research of the problem of essential correlation between elective disciplines and formation of professional competence of students of a teacher training institute has been conducted yet. Comprehensive expertise of scientific research by Albekova A.S., Rezuanova G.K., Muratbekova A.M., Kukenova G.A. (2014), Asenova N.S., Zhumabaeva Z.E., Kenenbaeva M.A., Sakenov D.Zh., Toktarbaev D.G. (2013), David Carr and Don Skinner. (2009), Hutchinson D. (1994), Kenenbaeva, M.A, A.Sh.Tleulesova. (2013), Kul'kov, S.A., (2013), Oreck B. (2004), Zhaparova, B.M., etc. (2013) shows that teacher training institutes of higher education lack the required level of scientifically based organisation of teaching process which favours the influence of elective disciplines as

an educational means on the formation of professional competence of students as future teachers. Thus, the goal of our research is to justify the role of elective disciplines in the formation of professional competence of students as future teachers.

2. Methods

The methodological basis of the research is the theory of personality development; the theory of educational content; modern theories and concepts of higher professional education; propositions on the essence of integral educational process; pedagogical research on the nature of teacher's competence; the research on the formation of professional competence of teacher; ideas of system, cultural, personal, activity, humanistic, axiological, acmeological approaches; the idea of subjective activity of a personality in the process of its life activity; development of technological approaches and variable technologies of higher education; regulations on elective courses, catalogue of elective disciplines. The methods of the research are the following: to achieve the desired goal of justifying the role of elective disciplines in the formation of professional competence of students as future teachers we used: theoretical research methods: study and analysis of philosophical, sociological, pedagogical and psychological literature on the problem of professional competence research; conceptual term construct; scientists' approaches to the issue of elective disciplines and professional competence; synthesis, comparison, generalisation, content analysis; empirical research methods: study and generalisation of the experience in formation of professional competence of a student in the system of higher professional education in the process of studying elective disciplines; conversations with students, lecturers, teachers; questionnaire surveys, observation; method of generalisation of independent characteristics; study of the results of students' creative activities; method of mathematical and statistical data procession; modelling, pedagogical experiment on the research of the role of elective disciplines as a means of the formation of professional competence of students as future teachers.

3. Results

As the analysis of research by Berkimbaev, K.M., S.T. Nyshanova, B.T. Kerimbaeva and G.P. Meyrbekova (2012), Claire Kramsch (2006), Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H. (2012), Ishanov, P., Bekmambetova, Z. (2013), Kathleen A. Brown-Rice and Susan Furr. (2013), Kerimbaeva, B.T. (2012), Rakhimbekova G.O., Baigozhina Z.M., Abdrakhmanova A.Y., Samatanova A.R., Orazakova R.K., Nurtayeva Z. Z., Sakenov J.Z. (2015), Sakenov, D. Zh, etc. (2012) shows, the existing studies of professional training of students single out the conditions, factors and content variability of professional training of students. We believe that the research data allows us to state that there is possible influence of elective disciplines on professional training of students as future teachers, on

the process of development and formation of their professional competence. It should be mentioned that the range of a student's professional needs in the formation of professional competence as a future teacher within the process of studying elective disciplines remains under-investigated and unexplored. Judging from the established scientific problem, the formation of professional competence of students as future teachers is obviously necessary, but the process of its development and formation within the process of studying elective disciplines requires the examination and justification of the content of professional competence concept.

Professional competence of students as future teachers is a description of professional and personal characteristics of a student, including professional competencies, which ensures effective and reasonable professional activities in different areas and segments of education in accordance with legal and moral standards established in the contemporary society, distinguishing the availability of organisational abilities, skills of analysis and prediction of teaching activity results, knowledge of the most effective and reasonable methods of its implementation, as well as professional mobility (Albekova A.S., Rezuanova G.K., Muratbekova A.M., Kukenova G.A. (2014), Sundburg L. (2001), Niyazova G.Z., Kamalbek Meirbekovich Berkimbaev K.M., Rabiga Esimovna Pralieva R.S., Dinara Kadirkhanovna Berdi D.K., Alina Kuandykovna Bimaganbetova A.K. (2013). Such understanding of professional competence of future teachers creates a scientific basis for the development of the content of elective disciplines as a means of formation of professional training of students. However, as the analysis of psychoeducational and methodical literature and the works by Schantz, E.A. (2012), Shavalieva Z.Sh., Ahmuldinova A.N., Isinbayeva K.G., Ayapbergenova G.S., Alibayeva Zh.E., Sakenov D.Zh. (2013), Claire Kramsch (2006), Asenova N.S., Zhumabaeva Z.E., Kenenbaeva M.A., Sakenov D.Zh., Toktarbaev D.G. (2013), the development of elective disciplines as a means of formation of professional competence of future teachers remains out of view of modern scientific research, and, as a result, their specificity as compared with major disciplines is not taken into account. Present insufficient theoretical development of this scientific problem has led to rather low results of elective disciplines as a means of formation of professional competence of future teachers.

The main element of the development of the content of elective disciplines as a means of formation of professional competence of students as future teachers is formation of the experience of professional activities of students of a higher education institution. We understand the development of elective disciplines as a means of formation of professional competence of students as future teachers as the process of the development and detalisation of the system of professional competencies of future teachers, their experience of professional and research activities in order to ensure the integrity and purposefulness of an elective subject itself. The process of the development of elective

disciplines as a means of formation of professional competence of students as future teachers as the basis of our research is an activity aimed at the development, explication and formation of the following criteria and rates, levels of professional competence of students as future teachers:

– educational and cognitive (assimilation of knowledge, level of professional literacy, studying a set of concepts, categories, rules; ready to use theoretical knowledge for generation of new ideas; able to implement educational programmes of major and elective courses in different educational institutions);

– personal and motivational (qualities and characteristics of a person, tolerance, psychological readiness; realises social significance of future profession, is motivated to perform professional activities; ready to be responsible for the results of their professional activities; knows methods of and is ready for professional self-knowledge and self-development);

– empirical (learning professionally-oriented actions, able to organise the work efficiently, use of knowledge in non-standard situations, skills of planning, organizing and implementing professional activities, ability to use modern information means (phone, fax, computer, printer, modem, copy machine, etc.) and information technologies (audio and video recording, interactive whiteboard, e-mail, mass media, Internet);

– levels of professional competence of students as future teachers: high, medium, low (Albekova A.S., Rezuanova G.K., Muratbekova A.M., Kukenova G.A. (2014), Ishanov, P., Bekmambetova, Z. (2013), Niyazova G.Z., Kamalbek Meirbekovich Berkimbaev K.M., Rabiga Esimovna Pralieva R.S., Dinara Kadirkhanovna Berdi D.K., Alina Kuandykovna Bimaganbetova A.K. (2013).

Comprehensive analysis of the scientific problem of the study of the role of elective disciplines as a means of formation of professional competence of students as future teachers allowed us to develop and justify an original Model of formation of professional competence of students as future teachers when studying elective disciplines, including criteria, rates, performance levels of the process. The following elements are to be singled out during the process of developing and designing the Model of formation of professional competence of students as future teachers when studying elective disciplines: action-procedural, educational-cognitive, communicative-informational. Action-procedural element is based on a set of practical skills and abilities of students as future teachers which form the basis of professional competence when studying elective disciplines. Educational-cognitive element of professional competence describes, first of all, intellectual development and specifics of cognitive activity of future teachers, which also form professional competencies when studying elective disciplines. Communicative-informational element describes the tactics and strategy of professional behaviour of future teachers, which also form professional competencies when studying elective disciplines.

3.1. Originality results. In our opinion, scientific grounds of the process of formation of professional competence of students as future teachers when studying elective disciplines should call for the development of an original model, the structure of which contains professional competencies and which reflects the required professional characteristics of students as future teachers. Unique Model of formation of professional competence of students as future teachers when studying elective disciplines that we have designed is an integral, interrelated process all the unique elements of which are aimed at the achievement of the desired goal – formation of professional competence of students as future teachers as a result of studying the catalogue of elective disciplines (see figure 1).

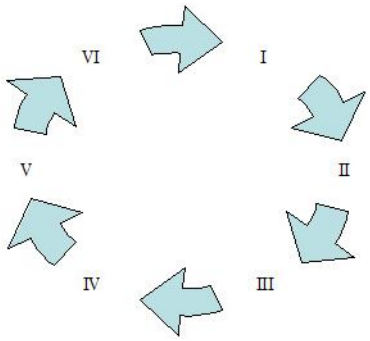

Figure 1. Model of formation of professional competence
of students as future teachers when studying elective disciplines

Figure 1 explanation. Model of formation of professional competence of students as future teachers when studying elective disciplines. This Model of formation of professional competence of students as future teachers when studying elective disciplines shows interrelated basic elements of the process of the formation of professional competence of students as future teachers when studying elective disciplines:

I – the process of the formation of professional competence of students as future teachers when studying elective disciplines;

II – criteria and rates, levels of professional competence of students as future teachers when studying elective disciplines such as educational and cognitive (assimilation of knowledge, level of professional literacy, studying a set of concepts, categories, rules); personal and motivational (qualities and characteristics of a person, tolerance, pedagogical readiness); empirical (learning professionally-oriented actions, able to organise the work efficiently, use of knowledge in non-standard situations, skills of planning, organizing and implementing professional activities, ability to use modern information means); levels: high, medium, low;

III – elective disciplines (the list of educational disciplines in the optional component)

as optional disciplines the content of which allows to satisfy professional interests in accordance with the content of the subject and personal professional needs of students);

IV – elements of formation of professional competence of students as future teachers when studying elective disciplines, such as procedural, cognitive, communicative-informational; action-procedural element is based on a set of practical skills and abilities of students as future teachers which form the basis of professional competence when studying elective disciplines; educational-cognitive element of professional competence describes, first of all, intellectual development and specifics of cognitive activity of future teachers, which also form professional competencies when studying elective disciplines. communicative-informational element describes the tactics and strategy of professional behaviour of future teachers, which also form professional competencies when studying elective disciplines;

V – individual curriculum of students as future teachers, as a dynamic element of the model, it is formed during the assignment of the mandatory part of the course curriculum and optional disciplines. Disciplines chosen from other curricula of the student's faculty or from different ones can also be added to the student's individual curriculum. The formed curriculum can be viewed, analysed and edited. Characteristics set for elective disciplines in the curriculum (the number of current and cumulative credits, the number of hours of workload of various kinds, etc.) can be shown for notes on the disciplines;

VI – professional competencies of students as future teachers when studying elective disciplines, ensuring effective and reasonable implementation of professional activities in different areas and segments of education, availability of organisational abilities, skills of pedagogical analysis and prediction of teaching activity results, knowledge of the most effective and reasonable methods of its implementation.

4. Discussion

To justify the role of elective disciplines as an educational means of the formation of professional competence of students as future teachers, during the experiment we used methods of conversations with students, lecturers, teachers; questionnaire surveys, observation; method of generalisation of independent characteristics; study of the results of students' creative activities; methods of mathematical and statistical data procession. 31 students participated in the experiment, there were divided into control (15 students) and experimental (16 students) group. Elective disciplines were used only in the experimental group. During the experimental check of the Model of formation of professional competence of students as future teachers when studying elective disciplines, also analysing the dynamics of the students' attitude as future teachers to the content of elective disciplines, the following justifications can be made: at the statement stage of the experiment there were 47% of students with cognitive interest in the control group and

43% in the experimental group, at the end of the forming experiment it increased to 45% in the control group and 90% in the experimental group. The comparison of these results has shown that improvement by this criterion by 45% allows to positively justify the efficiency of the experimental work. Comprehensive analysis of the results of the forming experiment allows to detect the dynamics of the process of the formation of professional competencies of students as future teachers when studying elective disciplines. At the statement stage of the experiment there were 15% of students with highly developed professional competencies in the control group and 17% in the experimental group, at the end of the forming experiment it increased to 18% in the control group and 51% in the experimental group. On that basis we believe that improvement by this criterion by 37% in the experimental group indicates the efficiency of the experimental work on the formation of professional competence of students as future teachers when studying elective disciplines. Comprehensive and thorough analysis of the results of statement and forming stages of scientific experiment has proved that in the process of experimental work improvement by all criteria, rates, level of the Model of formation of professional competence of students as future teachers when studying elective disciplines had been found. Also, in the process of pedagogical interpretation of the results and identification of the level of formation of professional competence of students as future teachers when studying elective disciplines conducted with the use of point rating control system we have detected positive tendency towards the increase of the level of formation of professional competence of students as future teachers when studying elective disciplines. This scientific statement was proved by the results of students' progress analysis in experimental and control groups before and after the scientific experiment (see figure 2).

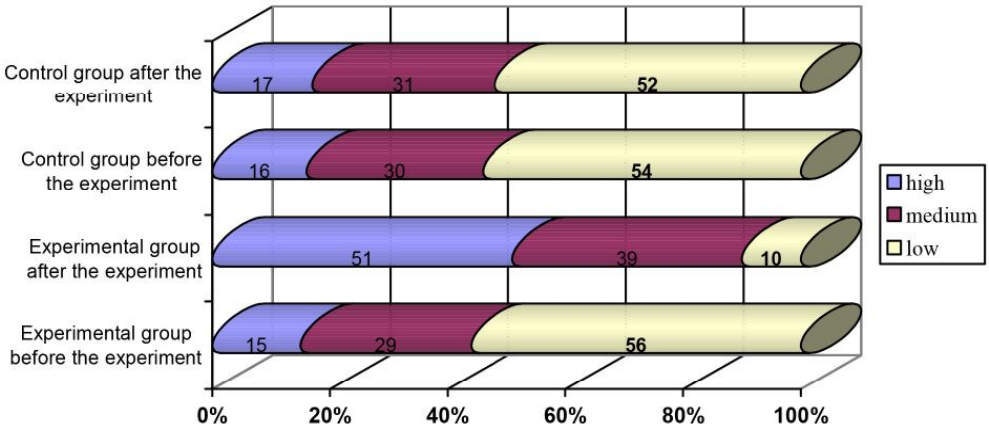

Figure 2. Diagnostics of the level of formation of professional competence of students as future teachers when studying elective disciplines

As we have mentioned before, the number of students with highly developed professional competence in the experimental groups increased after the experiment by 35%, the number of students who achieved means level increased by 11%, the number of students with low level decreased by 47%. The results of the control groups show that the number of students with highly developed professional competence remained the same (16%), as well as with means level (2%), while the low level decreased by 2%. The received data prove the high effectiveness of the suggested Model of formation of professional competence of students as future teachers when studying elective disciplines.

Thus, the conducted research has proved that consecutive implementation of the chosen elements of the Model of formation of professional competence of students as future teachers when studying elective disciplines, their interrelation in the process of the formation of professional competence of students as future teachers when studying elective disciplines, specific and regular use of the developed Model of formation of professional competence of students as future teachers when studying elective disciplines influenced the change in the levels of formation of professional competencies of students in the experimental groups.

5. Conclusions and recommendations

Scientific analysis of exploration degree of the problem of studying elective disciplines as a means of the formation of professional competence of students as future teachers allowed to identify and justify main characteristics of the process of formation of professional competencies of students as future teachers when studying elective disciplines.

In the process of the examination of the role of elective disciplines as a means of the formation of professional competence of students as future teachers essential characteristics of the content of elective disciplines as optional disciplines, catalogue and content of elective disciplines allow to diversify and expand professional interests of students as future teachers in accordance with the content of the subject and personal professional needs of students. In distinction from the research of Albekova A.S., Rezuanova G.K., Muratbekova A.M., Kukenova G.A. (2014), Zhaparova, B.M., etc. (2013), Kul'kov, S.A. (2013), Gifford S. (1994), we have experimentally developed, testes and implemented an original model of formation of professional competence of students as future teachers when studying elective disciplines in conditions of teacher training institute, including criteria and rates, levels of the process performance. In the process of the experiment the Model of formation of professional competence of students as future teachers when studying elective disciplines has been scientifically tested. During the research, the efficiency of the developed Model of formation of professional competence of students as future teachers when studying elective disciplines and its elements ensuring the formation

of professional competence of students as future teachers has been experimentally proved. The developed Model of formation of professional competence of students as future teachers when studying elective disciplines is recommended for practical use at teacher training institutes of higher education.

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ABOUT INFORMATION COMPETENCE

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Abstract

The current study focuses on the research topic of creating a theoretical model of development of information competence among students enrolled in elective courses. In order to examine specific features of the theoretical model of development of information competence among students enrolled in elective courses, we performed an analysis of formation of the concept "information competence of students". We investigated and provided theoretical substantiation for meaningful characteristics of information competence of students. We developed and validated the theoretical model of development of information competence among students enrolled in elective courses, including criteria, parameters and efficiency levels of this process. We recommend to implement the theoretical model of development of information competence among students enrolled in elective courses for development of higher educational programs.

Keywords: Theoretical model, development, information competence, students, elective courses.

1. Introduction

Information competence is an essential component of educational development at the current stage of social progress. The emerging role of information in the social life manifests itself in two ways – increasing volume of information and transformation of information into the most important resource for development of the society. Both processes equally influence the model of educational system; therefore, they should be taken into consideration in the course of its modernization, which leads to emergence of a topical issue of promoting information competence among all members of the society.

One of the trends in modernization of education is prioritizing the competence approach. The competence phenomenon is discussed in the following studies: Albekova

et al. (2014), Asenova et al. (2013), Berkimbaev et al. (2013), Gifford (1994), Brown-Rice, & Furr (2013), Fernandez et al. (2012), Hutchinson (1994), Sundburg (2001), White (1959), and others. These researchers consider the competence approach to be an approach focused on the results of education that are interpreted as an ability of a person to act in various problematic situations, rather than as total amount of acquired knowledge. Moreover, the results of education are admitted to be valuable beyond the educational system; therefore, such approach allows to adjust education to the demands of labor market, to satisfy the need of employers for training of informationally competent specialists.

According to the studies of Berkimbaev et al. (2012), Chown (1994), Kramsch (2006), Day (1994), Johnson et al. (2012), Kerimbaeva (2012), Niyazova et al. (2013), Oreck (2004), Otepova, & Ilyassova (2014), Sakenov et al. (2012), the major characteristics of the competence approach include:

– broad practical orientation with an emphasis on training for the activity, including both professional skills and techniques and more widely applicable ones, such as social personal skills, developed in the context of professional training;

– systemic and integrative approach, focused on systemic development of the expected results of training over the whole educational program and individual courses, their integrity, aimed at the major goal – development of a competent person;

– comprehensiveness, i.e., development of the expected results of training together with the achievement criteria, control techniques, and essential conditions for enabling the students to accomplish the expected training results;

– consistency with an emphasis on regular monitoring and adjustment of the training results, processes and means for achieving these results in order to improve the educational program;

– thorough consideration of values and demands of students, state, and society;

– disclosure with an emphasis on transparence and clarity of goals of the educational program, involvement of the parties in development and adjustment of the program goals, consistency of goals with national and international guidelines.

The competence approach implies the assessment of a student's ability to apply the acquired knowledge to practical tasks. It should be noted that students should be able to process various types of information, using computers and other technical means, to organize their own information activity, to be able to implement new information and communication technologies, etc. We should work toward enabling our young people to both obtain and create new knowledge. These days the most precious knowledge is creative thinking, ability to process knowledge, to produce new solutions, information technologies and innovations. Therefore, the most important task is to develop such qualities of students as proper perception and rapid reaction to new factors, self-sufficiency and promptness in making decisions, willingness to conduct egalitarian communication,

ability to quickly adapt to the information society. The major elements of information competence of undergraduate students include informational scope, theoretical knowledge in information technologies, system of knowledge, skills and techniques, concerning search for information, its analysis and implication, practical skills of using contemporary information technologies. Considering the specified elements, we believe that information competence of undergraduate students is the most important component of general professional competence among students, being an integrated, dynamic evolution of personality, marked by rational style in information activities, related to mastering new information technologies, and capable of creative performance within the educational system. The other side of the research topic of development of information competence among undergraduate students is its connection with the elective courses. Elective courses are the courses that students are free to choose in order to satisfy their professional interest. In spite of a comprehensive range of studies (Asenova et al., 2013; Kul'kov, 2013; Murzalinova, & Koleva, 2012; Henner, 2004; Utegenov et al., 2014), which are, undoubtedly, of great theoretical and practical value, one should note that development of information competence in higher educational institutions is an issue, still open for theoretical conceptualization and experimental studies. The list of unsolved questions includes the issues of pedagogic components of information competence among students, specific features of its development over participation in the elective courses; the issues of creating an effective theoretical model of development of information competence among students enrolled in elective courses also remain topical and need to be elaborated.

The comprehensive analysis of the current state of educative practice allows to reveal the major discrepancy between the emergence of shared information space due to expanding implementation of new information technologies in professional activities, and underexplored issue of development of information competence among students enrolled in elective courses within the system of higher professional education.

Thus, the analysis of the studies by Albekova et al. (2014), Asenova et al. (2013), Henner (2004), and comprehension of higher education practices allowed us to update the major controversy between the objective need for the development of information competence among students enrolled in elective courses and insufficient degree of scientific development of theoretical basis for development of information competence among students enrolled in elective courses within the system of higher professional education and the relevant model of development of information competence among students enrolled in elective courses.

The problem range of the study was integrated into the research topic, which can be defined as following: what is the content of the theoretical model of development of information competence among students enrolled in elective courses?

The current study was aimed at solving the problem of development of information competence among students enrolled in elective courses.

2. Methods

The methodological basis of the study included:

– a set of systemic, competence, learner- and activity-centered, informational methodological approaches;

– theoretical approaches to creation and development of educational systems and occurring innovative processes;

– methodical approaches to studying professionalism and modelling professional activities.

The theoretical basis of the study generally includes concepts, ideas, conceptions and theories. Philosophical, psychological and pedagogical ideas and conceptions of human essence and nature, social, cultural and historical causation of personality development and its major part in the activity process, general scientific concepts of the central part of education in the social system, conceptions of informatization of society and education comprise fundamental background for our research.

Study methods: in order to solve the defined task of creating a theoretical model of development of information competence among students enrolled in elective courses, we implemented theoretical methods of research, such as studying and analyzing philosophical, informational, pedagogical and psychological literature on the research topic; contrastive and comparative analysis, modelling, scientific forecasting and design; synthesis, comparison, generalization, analysis.

3. Results

Information competence of students as an integrated, dynamic evolution of personality, marked by rational style in information activities, related to mastering new information technologies, and capable of creative performance within the educational system, is closely related to obtaining, processing and transmitting information, turning it into knowledge, using information resources and technologies, activities within the information society.

The issues of development of information competence of students as a personal quality, of shaping the competence of a specialist. The studies of Utegenov et al. (2014), Henner (2004), Onalbek et al. (2013) and others particularly distinguish information competence of students as a key feature, ensuring almost every type of activities and necessary for professional self-fulfillment of a person. Certain authors define information competence of students as a goal of professional training and an essential component of

professional competence (Murzalinova, & Koleva, 2012; Kerimbaeva, 2012; Dobrova, 2009 and others).

We believe that information competence of students comprise a basis for conscious choice, formation of opinion, making decisions, and taking informed and responsible actions:

– to reveal and define the unknown;

– to identify and organize information, to provide access to information resources (including search for information and knowledge in cyberspace, in global educational network);

– to assess quality and relevance of certain information, as well as reliability and authenticity of information resources;

– to organize knowledge and information.

Among the researchers in the field of theory and practice of information technology training, the following papers are focused on the issues of development of information competence among students: Murzalinova, & Koleva (2012), Kerimbaeva (2012), Henner (2004) and others. These studies include developing of information competence of students mostly with computer technologies; therefore, information competence of the students is assessed from the perspective of the level of the person's capability to master information technologies.

In the present state of the art of pedagogics many researchers (Berkimbaev et al., 2013; Dobrova, 2009 and others) have controversial definitions of the "information competence of students" concept.

The results of the analysis allowed us to define the attributive features of information competence of students that make it a unique, peculiar, substantive phenomenon:

– skills of unassisted search, analysis and selection of necessary information, ability to organize, transform, preserve and transmit it with real objects and information technologies;

– new literacy, including the skills of active unassisted processing of information by the person, of making fundamentally new decisions in unforeseen situations, using technological means;

– personal ability to search, select, analyze, organize, present and transmit information with no external assistance;

– integrative personal quality – complex formation of knowledge, skills, and abilities of the subject concerning information, information and communication technologies, together with the experience in using them, as well as ability to improve their own knowledge and skills, to make new decisions under changing conditions or in unforeseen situations, using new technological means;

– personal mental state, integrating theoretical knowledge on sources of information and ability to work with information, presented in different forms, and the ability to implement new information technology with no assistance;

– complex personal and psychological formation, based on integration of theoretical knowledge, practical skills, related to innovative technologies, and a certain set of personal qualities;

– professionally valuable quality of mastering the basic skills of working with information;

– set of personal qualities of the subject, enabling them to achieve strong performance in their activities under conditions of rapidly changing informational infrastructure of the company together with global trends in informational behavior of people;

Broadening volume and essence of the concept of information competence of students: from domain trends to ability, from personal quality to personal state, formation within the personality structure; from domain to professional activities – reflects dynamic response of conceptual framework of pedagogics to more and more complex demands of information society.

The controversy lies in the fact that the existing principles of development of information competence among students responds less rapidly to promptly altering conditions of information society, thus narrowing the educational yield to skills of working with information. For instance, key required information competence of students, which defines the target competence, implies the ability to feel familiar with information and knowledge, to search, analyze, select, transform, preserve, interpret and transmit it without external assistance, using real technical objects and information technologies.

Therefore, we will define information competence of students as an integrative personal quality, reflecting the process of selection, assimilation, processing, transformation and generation of information into a specific type of domain-specific knowledge, which promotes formation of experience of information and communication activities; comprehensive actualization of this experience during the learning process motivates readiness and ability of students to transform information into knowledge, with potential self-education, self-improvement and self-fulfillment of the person in modern information society. The sequence of operations with information can be traced in this definition, allowing us to structure the process of development of the examined competence of students in the course of modelling. Such understanding of information competence of students provides scientific basis for development of programs of elective courses. The main component of development of content of elective courses as a tool of formation of information competence among students is providing experience of informational activity among undergraduate students.

3.1. Originality results. Our study includes theoretical substantiation, design and presentation of the Theoretical model of development of information competence among students enrolled in elective courses. Any pedagogical process should be based on comprehensive approach, reproducibility and efficiency of which completely depend on consistency and quality of organization of this process. Due to these considerations, we used comprehensive approach as a foundation for the Theoretical model of development of information competence among students enrolled in elective courses (see Figure 1).

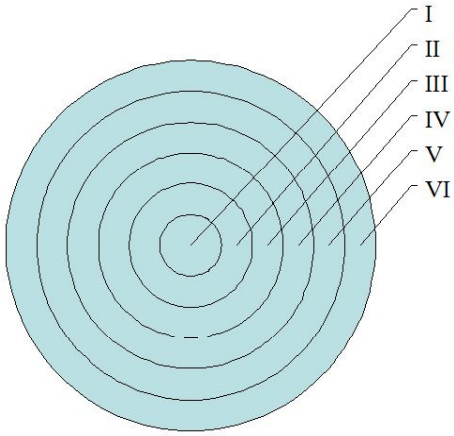

Figure 1. Theoretical model of development
of information competence among students enrolled in elective courses

Comment on Figure 1. Theoretical model of development of information competence among students enrolled in elective courses. Current Theoretical model of development of information competence among students enrolled in elective courses represents interaction between major elements of the process of development of information competence among students enrolled in elective courses:

I – process of development of information competence among students enrolled in elective courses

II – Destination block of development of information competence among students enrolled in elective courses.

III – Functional block of development of information competence among students enrolled in elective courses.

IV – Evaluation block of development of information competence among students enrolled in elective courses.

V – Organization block of development of information competence among students enrolled in elective courses.

VI – Result of development of information competence of students enrolled in elective courses: built-up information competence of students.

Elective courses (Informatics, Information Technologies, Methodology of Informatization of Educational Process, Information Systems) – optional disciplines with the program allowing to satisfy informational needs according with the subject of the discipline and personal professional demands of the students.

4. Discussion

Information competence of students is an integrative personal quality, reflecting the process of selection, assimilation, processing, transformation and generation of information in the course of studying elective disciplines into a specific type of domain-specific knowledge, which promotes formation of experience of information and communication activities. Information competence of students is comprehensive actualization of information experience during the learning process, motivating readiness and ability of students to transform information into knowledge, with potential self-education, self-improvement and self-fulfillment of the person in modern information society. The sequence of operations with information can be traced in this direction, allowing us to structure the process of development of the examined competence of students in the course of modelling. Such understanding of information competence of students provides scientific basis for development of programs of elective courses. The main component of development of content of elective courses as a tool of formation of information competence among students is providing experience of informational activity among undergraduate students. We use this approach as a foundation for the structure of the Theoretical model of development of information competence among students enrolled in elective courses. Theoretical model of development of information competence among students enrolled in elective courses includes the following blocks: destination, conceptual, functional, evaluation, and organizational blocks. The Theoretical model of development of information competence among students enrolled in elective courses allows extensive implementation of level-based approach to mastering the system of information competence in the course of studying elective disciplines; promotes organization of information activities in the course of studying elective disciplines; provides organization of information learning activities in the course of studying elective disciplines through realization of self-control.

5. Conclusion

Distinction and scientific novelty of our study lies in determination and specification of comprehensive approach to the process of development of information competence among students enrolled in elective courses. Systemic approach allowed us

to develop and validate the structure, blocks and essence of the Theoretical model of development of information competence among students enrolled in elective courses. We methodologically defined and theoretically substantiated the conditions of organization of information learning activities of students in higher educational institutions that will promote effective implementation of the Theoretical model of development of information competence among students enrolled in elective courses. In the course of research, we elaborated the concept of "information competence", defining it as an integrative personal quality, reflecting the process of selection, assimilation, processing, transformation and generation of information in the course of studying elective disciplines into a specific type of domain-specific knowledge, which promotes formation of experience of information and communication activities. The established Theoretical model of development of information competence among students enrolled in elective courses contributes to further evolution of theoretical pedagogics in the system of higher education and methodology of professional training of undergraduate students, provides basis for prospective studies on the research topic of development of information competence of undergraduate students. In contrast with the studies by Dobrova (2009), Zhaparova et al. (2013), Kul'kov (2013), Gifford (1994), Berkimbaev et al. (2013), Rakhimbekova et al. (2015), Murzalinova, & Koleva, (2012), Kerimbaeva, (2012), Kramsch (2006), Henner (2004), our research provides an established Theoretical model of development of information competence among students enrolled in elective courses, the structure of which implies proper conditions for renovation of methodological materials and guidelines, educational programs, courses of lectures, practical classes, laboratory courses, ensuring effective process of development of information competence among students enrolled in elective courses. We recommend to implement the established Theoretical model of development of information competence among students enrolled in elective courses for practical use in higher educational institutions.

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FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS

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Abstract

The article presents an analysis of the problem of professional competence; a methodological basis of forming professional competence of college students as future teachers is established. The essence of professional competence is defined. The structure has been experimentally proved and developed, the contents, criteria and levels of professional competence have been defined. The effectiveness of the identified methodological basis of professional training, that provide the forming of professional competence of students. A methodological model of forming of professional competence of college students as future teachers has been theoretically proved, practically developed and experimentally approbated. In the process of the experiment, the pedagogical effectiveness of the developed methodological model of forming professional competence of students in the process of their college professional training has been empirically tested and proved.

Keywords: Methods, professional competence, students, forming, methodological basis, professional competence of students as future teachers, forming of professional competence.

1. Introduction

The requirements to the quality of education that have grown in the conditions of its structural restructuration and integration into the world community considerably change the level of social expectations in relation to the effectiveness of the whole complex of higher education. Passing to the competence-oriented education is a natural step in modernization of the system of higher professional education that enables us to resolve contradictions between the requirements of the state and the employer to its quality, and the developing labor markets, and actual results. The relevance of the problem is by the fact that this approach has been established in the project of the new standard of higher professional education that is also oriented at acquiring new competences by college graduates. A student`s professional competence is a dynamic category; it develops, it is determined by a definite situation, and in this situation professional activities are going on. Researches Arsamerzaev G.A., Dauletova I.G., Sakenov J.Z., Toktarbayev G.-S.D.

(2014), Asenova N.S., Zhumabaeva Z.E., Kenenbaeva M.A., Sakenov D.Zh., Toktarbaev D.G. (2013), Baigozhina Z., Zhakibayeva G., Sakenov J.Z., Zavalko N., Nurtayeva Z. Z., Tasbulatova G.T.(2014), Berkimbaev, K., M. Akeshova, A. Meirbekov and G. Meirbekova, (2013), Chown A.(1994) see the main difficulty of forming professional competence of students as future teachers in the fact of this process being a multi-level one. In examining works of Berkimbaev, K.M. and B.T. Kerimbaeva, (2012), Berkimbaev, K.M., S.T. Nyshanova, B.T. Kerimbaeva and G.P. Meyrbekova, (2012), Claire Kramsch, (2006), David Carr and Don Skinner, (2009), Day Ch. (1994), Johnson, M., Cowin, L.S., Wilson, I. and H. Young, H., (2012), a contradiction was discovered between the variety of conceptual approaches to the considered problem field, and the fact that the methodological basis fot the forming of professional competence of future teachers has not been developed well enough I the real educational process.

Professional activities of a teacher are characterized by an underdevelopment of his/her professional status and responsibilities. Researches (educationalist and methodologists) Gifford S. (1994), Berkimbaev, K.M. and B.T. Kerimbaeva, (2012), Hutchinson D. (1994), Ishanov, P., Bekmambetova, Z., (2013) do not pay attention to the conditions that make for effective forming of professional competence of students as future teachers. No theoretical basis of such training has been elaborated, no methodological basis making for effectiveness of forming of professional competence of future teachers have been discovered. An analysis of works by Kathleen A. Brown-Rice and Susan Furr, (2013), Kerimbaeva, B.T., (2012), Nicolas Fernandez, Valerie Dory, Louis-Georges SteMarie, Monique Chaput, Bernard Charlin and Andree Boucher, (2012), Niyazova G.Z., Kamalbek Meirbekovich Berkimbaev K.M., Rabiga Esimovna Pralieva R.S., Dinara Kadirkhanovna Berdi D.K., Alina Kuandykovna Bimaganbetova A.K.(2013), Oreck B., (2004), Rakhimbekova G.O., Baigozhina Z.M., Abdrakhmanova A.Y., Samatanova A.R., Orazakova R.K., Nurtayeva Z. Z., Sakenov J.Z.(2015) shows that forming the professional competence of students as future teachers becomes one of the main directions of modern pedagogical education.

An analysis of scientific works by Sakenov, D. Zh, etc., (2012), Schantz, E.A, (2012), Sundburg L. (2001), Uzakbaeva, S., B. Baimukhanbetov, K. Berkimbaev, B. Mukhamedzhanov and R. Pralieva, (2013) shows that the level of scientific organization of the educational process and methodology making for forming the students` competence as future teachers, is not high enough. Some research has been done in this direction, but the results have not been generalized and systematized.

This obvious contradiction defines the relevance of research of the problem. The problem consists in establishing of a methodological basis of forming professional competence of students.

The aim of the research is theoretical proving and practical realization of a methodological basis making for forming of professional competence of students as future

teachers. The necessity of forming professional competence of students as future teachers as a part of their professional readiness, is quite evident nowadays, but the methodological basis of its forming in the educational process not being proved requires a more exact definition of the concept itself.

2. Methods

Methods of research: To reach the goal of theoretical proof and practical realization of the methodological basis that makes for the forming of professional competence of students as future teachers the following methods were used: Theoretical research methods: studying and analysis of philosophic, sociological, pedagogical and psychological literature on the problem of research, terminology and theoretical approaches to the problem; synthesis, comparison, generalization, content-analysis. Empirical methods of research: studying and generalization of the experience of work in forming professional competence of a student in the system of higher education, talks with students, college professors and school teachers4 questionnaires, observation, method of generalization of independent characteristics, mathematical and statistical data processing, modelling, pedagogical experiment.

The methodological basis of this research is formed by the leading conceptions of personality development, the theory of the contents of education, modern theories and conceptions of higher professional education, the Statute on the essence of the pedagogical process, a pedagogical research on the nature of a teacher`s competence, research on forming a teacher`s professionalism, research on forming a teacher`s competence, ideas of systematic, cultural, personal, activity, humanistic, axiological and acmeological approaches, the idea of subjective activity of a person in its life process, elaboration of technological approaches and variative technologies of higher education.

3. Results

We can find the following explanations of the categories of competences and competence in scientific literature (Chown A. (1994), Gifford S. (1994), Berkimbaev, K.M. and B.T. Kerimbaeva, (2012)). Competences are generalized and formed personality qualities, its ability to use acquired skills in a most universal way, the totality of knowledge, skills and abilities, that make it possible for a person to get adapted to changing conditions, the ability to act and survive in the given conditions. Competence is a special ability of a person necessary to make a certain step in the sphere of a certain subject, including narrow special knowledge, skills, ways of thinking and readiness to be responsible for one`s actions. What is the difference? Competencies are a result of education, readiness of a person to organize effectively both inner and outer resources to achieve a definite goal. Competence is an ability to solve problems that appear in one`s surroundings, with

available means/ A person is competent if he/she is able to solve non-standard, meaningful problems practically, using knowledge, skills, experience, etc. If we imagine it in the form of a table, it will look like this:

Table 1: Competencies and competence

Category	The essence of the category	Indicators of the category	Marks of the category	Levels of manifestation of the category
Competences	Authority. Sphere of knowledge.	Diploma, order, statute, other standards.	Work status. Program.	Category, class, rank, level (high, medium, low).
Competence	Ability.	Knowledge, skills, ways of doing things, etc.	Activity.	Levels of competence (high, medium, low).

As we can see from Table 1, there are meaningful connections between the categories of competence and competencies in essence, indicators, marks and levels of manifestation. Considering all this, we can say that professional competence of students as future teachers is the leading characteristic of their professionalism and it is a multi-level, integrative personality formation, based on positive motives of choosing a profession, the totality of systematic knowledge, reflexive activity, the culture of dialogue, that is manifested in the readiness of a teacher to solve educational tasks effectively.

Professional competence of students is defined by characteristics of his/her personal qualities including professional competences. It makes for effective and adequate professional activity in different spheres of education, being a capable organizer, having skills of pedagogical analysis and forecasting results of pedagogical activities and knowledge of its most effective ways. Students` professional competence manifests itself through solving professional tasks that form the basis of their professional activity (Berkimbaev, K.M. and B.T. Kerimbaeva, (2012). Besides, we should remember that professional competence is an ability to perform the main kinds of professional activity and solve educational tasks in the conditions of an educational establishment. Consequently, a list of professional competences may include the following groups: general professional competences, special competences, specialized competences.

The contents of professional competences in the context of scientific approaches to the concept of competencies is formed under the influence of the following inner and outer factors:

– The social demand of the territorial market of educational services;

– The demands of the state educational standard to the qualification of a specialist, foe which legal documents of administrative regulation are the basis;

– The demands of the employers to the professional qualification as far as the graduate`s capabilities are concerned;

– Constitutive parts of a technology (technological, methodological, organizational);

– Activities of the professor and the student.

Each group of competences should be classified according to the levels of its being formed, which depends on the planned educational result, the type of activities in the framework of the academic subject (intuitive, stereotypical and reproduction activity, searching and creative one), the training that the students have had and their personal characteristics. Each level is based on cognitive concepts: reproduction, understanding, application, analysis, synthesis, assessment (Tracey Arnold Murray, Pamela Higgins, Vicky Minderhout and Jennifer Loertscher, (2011), Wesley D.C.(1998). The basic level of formation of professional competences is the minimal indicator and the basis for further enhancement and enrichment of a professional competence. We shall consider the productive level its next step, which a student achieves in the process of development of his/her professional competences. It is the medium indicator. The creative level of professional competences is the high indicator. The levels of formation of professional competences are determined by criteria of human activity. So, the criterion of the basic level is reproductive activity according to a given algorithm, based on understanding and reproduction of professional actions. Let us consider partial searching activity as the criterion of the productive level that implies using professional actions to analyze a professional task. The criterion of the creative level is the work of searching, accompanied by assessment of the situation or the professional task and synthesis of possible variants of professional actions.

Reproduction activity has the following characteristics. Students use detailed instructions in which the goal of the work is defined and explanations (theory and main characteristics), means and methods of achieving the goal and the plan of achieving it are given. Partially searching activity has the following characteristics. Students do not use detailed instructions, they are not given a plan of their actions, and students choose means and methods themselves, using reference literature. Searching activity has the following characteristics. Students have to solve a new problem based on the theoretical knowledge they have.

Thus, getting a result on the basic, productive or creative level should be supported by understanding and acceptance by the subjects of the educational process of its goals and demands to its intermediate and final results. Students` professional competence is their complex professional and personal characteristic as future teachers that is being formed in the process of professional training, and the students` readiness to solve professional tasks including the block of contents (knowledge of professional activity), the block of

motivation (presence of interest and need of professional activity) and the block of activity (professional skills for qualified professional activity).

The methodological basics of forming students` professional competence are:

– Mastering theoretical and methodological knowledge and practical skills necessary for pedagogical activity, in the process of theoretical and practical training.

– Supporting maximal use of theoretical, methodological and practical directions of professional training according to the logic of training on all main forms of professional activity, innovational pedagogical technologies in the academic subjects and in the process of practical professional training, in the process of complex pedagogical practice in the course of forming professional competence;

– Meaningful connection of active innovation technologies of teaching in the process of forming professional competence of students;

– Forming axiological attention to mastering the methodology of the future profession.

The criteria and indicators of professional competence of the students are the following:

– Cognitive (the acquired knowledge, the level of professional mastery, mastering a complex of concepts, categories and laws), motivational (qualities and features of a personality, tolerance and pedagogical readiness);

– Practical (mastering actions of professional character, being able to organize one`s work effectively, using knowledge in non-standard situations, skills of planning, organizing and performing pedagogical work).

The levels of professional competencies of students are the following:

– The intuitive level (absence of special theoretical knowledge about the special characteristics of pedagogical activity, about ways of solving pedagogical tasks, not being able to act in non-standard pedagogical situations, thinking according to a pattern, absence of understanding of the role of a teacher`s professional competence in his/her successful work and professional development;

– The stereotype and reproduction level, showing knowledge that enables too define the direction of pedagogical activity, to have one`s own behavior strategy in different pedagogical situations, and effective solving of pedagogical tasks;

– The search and creative level, showing strong knowledge, a wish to solve pedagogical tasks and enter spontaneously appearing or offered pedagogical situations, mindful attention to the process of forming professional competence of a teacher as a meaningful characteristic of his/her professionalism. Thus, projecting a model of forming professional competence of students as former teachers, we should establish the following blocks:

I. The organizational and methodological block: thinking of goals and ways of defining the professional actions, that demand using professional competences, construction of tasks, elaboration of criteria of assessment of the tasks that are done, preparing means of teaching, organizing of methodological groups of students and distributing tasks.

II. The motivational block: giving tasks.

III. The block of activity and methodology: Students` projecting of solving a pedagogical task, presenting results, methodological assessment, expertise of solutions.

IV. Criteria and indicators of students` professional competences.

V. Levels of students` professional competences.

VI. Methodological basics of forming of professional students` professional competence:

– Mastering theoretical and methodological knowledge necessary for professional activity, in the process of academic studies and practical training;

– Making for the maximal usage of possibilities of theoretical, methodological and practical directions of professional training according to the logic of teaching students in the main forms of professional activity, innovational pedagogic technologies in the academic disciplines, in the process of practical training, in the process of the complex pedagogical practice in forming the students` professional competence;

– Meaningful connection of active innovation technologies in the process of forming the students` professional competences;

– Forming an axiological attention of the students to methodological mastering of their future profession.

VII. The technological and dynamic blocks: the basic technology of forming professional competence of a student in the educational process of a higher educational establishment consist of:

– Educational technologies aimed at development of creative qualities of a personality: integrative technologies; technology of forming the subjective social activity of a student;

– Pedagogical technologies based on a humanistic personally oriented pedagogical process.

– Technologies based on activation and intensification of students` activities (active methods of teaching); problem-based teaching (the method of partial search, the technology of learning research, research games); technologies of project making, interactive technologies(technology of organizing discussions and disputes);

– Play technologies: pedagogic games, role playing and business games;

– Technologies of individualized teaching: project method;

– Technology of educational integration: integrative forms of teaching (a practical seminar, a workshop lecture, a lecture with elements of a dialogue);

2. The dynamic block: the dynamic of forming the professional competence of a student on the basis of realization of the established methodological basics reflects the passing from the intuitive, stereotype and reproductive levels to the research and creative levels of a student`s professional competence. It needs systematic monitoring, that includes the defined levels and the developed criteria.

4. Discussion.

The organization of the process of forming professional competence of students needs developing of a methodological model of forming of students` professional competences, that can reflect the necessary personal and professional qualities of a student. The methodological model of forming students` professional competences, is a whole and integrated process, all blocks and other components of which are aimed at the ultimate goal, forming students` professional competences (Figure 1).

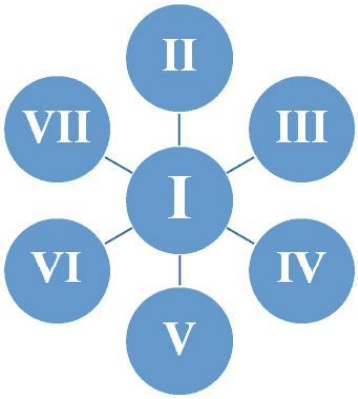

Figure 1: Methodological model of forming
of professional competences of students as future teachers.

Note to Figure 1 Methodological model of forming of professional competences of students as future teachers:

I. The organizational and methodological block.
II. The motivational block.
III. The block of activity and methodology.
IV. Criteria and indicators of students` professional competences.
V. Levels of students` professional competences.
VI. Methodological basics of forming of professional students` professional competence.
VII. The technological and dynamic blocks.

The pedagogical experiment consisted in realization of the developed methodological basics of forming students` professional competence established in the Methodological model of forming of professional competences of students in the process of their professional training, and checking its effectiveness. Dynamic of development of professional competence of students of the control and experimental groups in the whole period of their studies. The research took place at pedagogical departments of a higher educational establishment. 75 students took part in it.

The technology of diagnostic of the results of defining the level of students` professional competence using the point system helped to see a broad tendency of increase of the level of students` professional competence, which can be seen from the results of the research in the experimental and control groups before and after the experiment. (Figure 2: Diagnostic of levels of students` professional competence.)

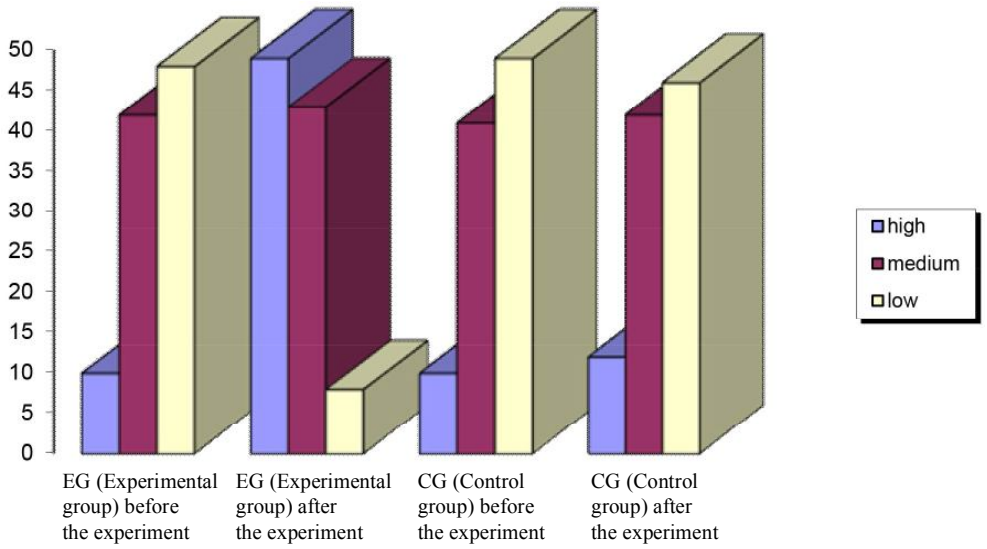

Figure 2: Diagnostic of levels of students` professional competence.

As we can see from Figure 2, the number of students with a high level of professional competence in experimental groups increased by 39%, the number of students who had reached the medium level increased by 1%, and the number of students who had had a low level before, decreased by 40%. The results in the control group show that the number of students with a high level of professional competence increased by 2%, the number of students, who had reached the medium level increased by 1%, and the number of students who had had a low level before, decreased by 3%. The data show thigh effectiveness of the suggested Methodological model of forming of professional competences of students as future teachers.

Thus, the research has shown that realization of the defined methodological basics and application of the developed Methodological model of forming of professional competences of students has influenced the changing of the level of professional competence of students in the experimental group.

5. Conclusions and recommendations

Forming of professional competence of a student in the educational process of a higher educational establishment on the base of the presented methodological model implies the following steps: the first step – adaptive and reproductive, the second step – active/ the third step – creative and changing. The methodological model has been developed according to the following approaches: the personality approach, the activity approach, the systematic approach, the axiological, acmeological and cultural approaches), and principles that are necessary for successful forming of professional competence of a student. They are the principle of humanization and democratization of the educational process, the principle of social and axiological orientation of a teacher`s activity, the principle of interconnection of sociocultural and educational values, the principle of correlation of public and personal values, the principle of continuity of professional training in the modern cultural space, the principle of variability, that implies creating conditions for individually oriented education; the principle of relying on the leading achievements of science and technique and the principle of integration of traditional and innovative values. Having examined the process of forming of students` professional competence in the educational process of a higher educational establishment, we have come to the conclusion that traditional forms and methods of forming students` professional competence are not effective enough. It is due to the frontal character of professional pedagogical training, low level of introduction of fundamental achievements of educational theory into the teaching process, the scientific base if competence forming, that is not well developed, absence of a single opinion on the essence and structure of a teacher`s professional competence, haphazard character of forming the competence of future teachers and absence of coordination of efforts of those who teach all academic disciplines (especially those dealing with the theory of education). All this influences the analyzed phenomenon. Our research on forming students` professional competence consisted of three steps: the ascertaining step, the formative step and the control step. The ascertaining step was made at the beginning of our research, and it included such methods of pedagogical research as observation, questionnaire survey, talks, studying and analysis of products of students` activity. It showed a low level of professional competence of students of a pedagogical college and their low motivation to develop in the sphere of psychology and education. The methods of research that we used included observation, questionnaire survey, talks and analysis of professional motivation enabled us to see and

define several meaningful weak points that prevent effective forming of professional competence of a student in the educational process of a higher educational establishment. These weak points and difficulties can be subdivided into the following groups: basic difficulties (self-doubt, lack of initiative , categorical judgments, rejection of another point of view and mainly outer motivation for professional activity), meaningful difficulties (superfluous ideas of the essence of a teacher`s professional competence, low level of general and communicative culture), operational difficulties (low level of communicative skills, absence of skills of working with textbooks and scientific literature, difficulties with homework), reflexive difficulties (lack of objective self-esteem or reflexing about one`s own activities). The defined interconnection of forms and methods in preparing future teachers according to established standards of an academic discipline with simultaneous forming of separate parts of professional competence can be recommended as means of increasing the effectiveness of the teaching process at a higher educational establishment. Validated criteria, indicators and levels of professional competence forming of students at a teachers` training college can make for innovative development of higher education. In the course of our research some methodological conditions of forming professional competences of students in the process of their professional training, have been validated. A structure has been elaborated, its contents, criteria and levels of professional competence have been defined.

In the process of our research the effectiveness of the developed Methodological model of forming of professional competences of students and the implied by it methodological basics of professional training, aimed at forming professional competence of students as future teachers. The developed model of forming students` professional competence is recommended for practical use in teachers` training colleges.

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ETHNIC TRADITIONS AS MEANS OF FORMATION OF MORAL VALUES

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Abstract

Ethnic traditions as a sociocultural phenomenon allowing to comprehend the national identity of peoples and universal norms in each culture which make a methodological basis for formation of moral beliefs of a personality are studied in the work. The model of formation of moral beliefs of seniors which has a systematic character is developed and carried out through the interconnected stages consistently replacing one another on each of which purposes, contents, methods and forms of its organization are defined. The world outlook structure of formation of moral beliefs of seniors which is revealed through the interconnected components: intellectual (the content of moral belief), emotional (development of feelings, estimated judgments), activity (familiarization with cultural values of peoples, education of the norms of the correct behavior in a society, development of steady outlook according to the acquired knowledge is studied.

Keywords: Ethnic traditions, moral beliefs of seniors.

1. Introduction

Formation of moral beliefs is a difficult process. Moral principles and norms serve as a regulator of relationships and behavior of people and together with esthetic views define the relation to the surroundings, forms of activity, its purposes and results. In turn ethnic traditions are also the mechanism which influences a personality morally and is capable to create the correct belief because this is the social experience saved up by the

mankind in the course of all progressive activity [7]. In difficult world outlook structure of consciousness of a personality the process of formation of resistant moral beliefs is more successful at the senior school age [9]. At youthful age the main lines of outlook are formed and the first independent adult self-determination is carried out. Acquiring the system of knowledge and familiarization with cultural values are the main characteristics of the activity of seniors thanks to which, as J. Erkelens approves, the youth will receive the skills necessary to think and act respectively [2, Page 1102]. In the conditions of the moral crisis of the society it is very important to correctly organize the daily activity of students which would be the peculiar bringing-up soil connecting the ideas of consciousness with concrete acts [by 8, Page 29]. Accumulation of moral knowledge makes a basis for development of beliefs and formation of steady motives for moral behavior. As beliefs are based on reasonable understanding of the moral need to personally follow certain norms of morals and rely on confidence of correctness and justice of moral principles by which a person is guided it is expedient to refer successful formation of beliefs to the senior school age. At the same time practical experience proves that systematized knowledge based on ethnic traditions promotes formation of moral beliefs among students.

In Kazakhstan there is a certain tendency in the works of N. Sarsenbayev, S. Zhamansariyeva, K.N. Sarybekov to studying of national traditions and their use in preparation of seniors for family life, national customs and traditions and their influence on education of children and youth in the researches of A.H Mukhambayev, S.I. Abishev, N.N. Podobed and others [5, Page 8].

In researches of A.K. Imanov, N.V. Ivleeva, A.S. Kurmanbekova, G.Z. Musabekova, G.B. Ospanova, R.K. Atamanov, A.A. Kalyuzhnov, K.A. Ismailova, O.V. Zavalishina the problems of moral education of school and college students are studied [4, P 4].

Emphasizing the value of the above-named researches it is necessary to note at the same time that on the basis of ethnic traditions taking into account the present realities of development of the society, continuity of traditional and progressive education [1, P 3], future prospects of development of schools [3, P 375] it is necessary to consider formation of moral beliefs of seniors as a separate research. Ethnic traditions consist of the whole complex of the achievements of peoples in the field of material and spiritual culture [6]. We pay our attention to those ethnic traditions which have universal contents and promote identifications of an identity with representatives of a certain nation.

The research objective consists in theoretical justification and practical development of the system of formation of moral beliefs of seniors on the basis of ethnic traditions.

2. Methods of research

– analysis of psychological and pedagogical, scientific, scientific and engineering and methodological literature on the topic of the research;

– analysis of regulations including governmental educational standards of higher professional education;
– modeling;
– pedagogical experiment;
– questionnaires;
– tests;
– analysis of students' products;
– processing and interpretation of experimental data.

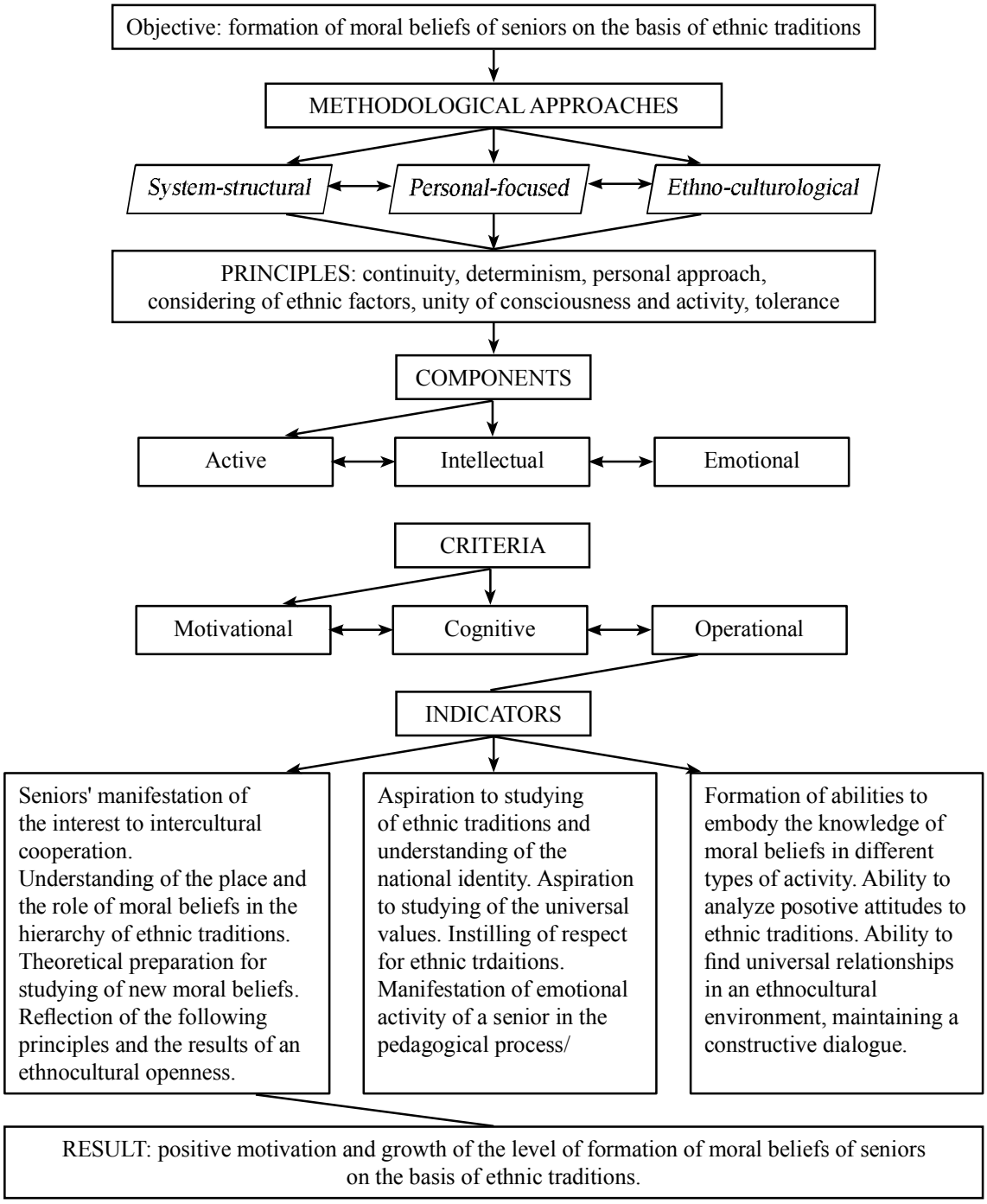
3. Results

For the solution of the objectives and verification of the initial assumptions the following methods of research were used: theoretical – analysis and studying of the problem in scientific literature, empirical – observation, conversations, questioning, discussions, interviewing, analysis of the best pedagogical practices, analysis of creative works of students, studying of school documentation.

During the research the model of formation of moral beliefs of seniors (pic. 1) was developed.

In the developed model the main components directed on formation of moral beliefs of the identity of seniors are presented. Each component promotes realization of the set objective and provides a result. For example the principle of determinism shows causal conditionality of national-psychological features by social factors influencing the process of formation. That is why in order to comprehend a concrete ethnocultural phenomenon correctly it is necessary to understand specific reasons and conditions which generated it. The methodological principle of unity of consciousness and activity gives a correct understanding of the essence of manifestation of ethnic traditions depending on regularities of a certain kind of activity in which a school student is involved. When studying any national feature the principle of personal approach demands considering that their bearer is always a concrete person and a representative of a certain ethnic community with characteristic feelings, thoughts, experiences, etc. Besides it is necessary to take into consideration the principle of considering of ethnic factors. The latter comes from the material life of people. When studying them it is important to be guided by demographic and statistical regularities to which they submit in their development thereby influencing the psychology of a person.

Thus the theoretical analysis of scientific works, studying of educational resources at the senior stage of school, the proved and developed model allowed to define the following pedagogical conditions of formation of moral beliefs of seniors: theoretical-methodological, psychology-pedagogical and organizational -pedagogical. These conditions assume accumulation of the necessary sum of knowledge, organization of a



Pic. 1 – The model of formation of moral beliefs of seniors on the basis of ethnic traditions

joint activity of seniors and the coordinating body of the educational process of a school, the maintenance of educational programs, forms and methods of practical activities.

On the basis of the developed model and the revealed pedagogical conditions in the course of the research a diagnostics on definition of the initial level of formation of moral beliefs of seniors was carried out. The analysis of the results of the ascertaining experiment showed the prevalence of a number of pupils with low and average level of formation of the required quality what confirmed the organization of the purposeful work.

4. Discussion

The forming experiment included some interconnected stages: educational, reformative and generalizing and was carried out within the frames of a specially developed program in out-of-class activity of pupils «Moral imperatives are the basis for ethnic traditions». At each stage certain tasks were set which in the course of their successful implementation systematically led to the final result. The active methods included observation, questioning, testing, the method of expert evaluations, conversations, etc.

The developed program had the purpose to show seniors the universal values in each culture and at the same time their national identity and uniqueness of each culture. At the same time school students acquired the necessary knowledge. Such goal-setting took place at the 1st stage of the practical-experimental work. The following set of knowledge is necessary for seniors:

– An objective basis of the life of any nation is the need for interaction and communication between people. There is a trend: the higher the intra-national and intra-group integration the more noticeable achievements in the economy and culture and the more intense communicative connections are;

– one of the main signs of the existence of a nation is its historical memory representing traditions, customs, legends of forefathers, the feeling of national unity i.e. familiarization with the spiritual mission of its kin, people, nation, Homeland. A person possessing historical memory understands the place in the spiritual relay of generations;

– the possibility of long existence of a nation is conditioned by functioning and continuous improvement of its internal contents which find expression in national consciousness and self-awareness, national values, interests, predilections and self-evaluations, national culture and language accumulated in ethnic traditions. Manifestation of all these components constitutes the life of a nation.

Formation of moral beliefs of seniors demands a skillful management of this process from teachers. Therefore with a view of their methodical preparation a series of training lessons within the subject area «Ethnocultural space of a personality» were developed and carried out. The main objective is to show the variety of social relations of the representatives of different nationalities.

At the second – reformative stage of the forming experiment the emphasis was made on the program recommended for seniors. These were not only lectures with conversation elements but also debates, panel discussions, presentations which developed the qualities of a personality and promoted formation of moral beliefs of seniors. As a result the students gained the knowledge within the following subject areas «The principle «Zhety Ata» is the basis of a healthy and prospering nation», «The day of morality», «The cult of a mother is the property of all mankind», «The cult of a father in different peoples», «Yurta is the ancient symbol of Kazakhstan land», «Under the common sky», etc. Different types of exercises on development of moral beliefs contained a powerful educational potential. «How to introduce oneself» (school students should present themselves to an audience, tell something about themselves, arouse some interest. In order to do this it is necessary to think about what to say about oneself), «I am going to repeat everybody's names»; «How to please one's neighbors», «I learn to guess the signs of emotions of my friends», «The unique and universal in each culture», «The week of morality», «Dostar» and others.

The structure of the exercises on activization of moral categories «moral – immoral»: «It is moral when..., it is immoral when...» is constructed on the basis of the method of reflections and interiorization of concepts and the group analysis, it gives a chance to endure and comprehend the social value of the moral category, its occurrence not only in relation to them personally but also in their moral or immoral actions in relation to others. The second object of the exercise is to turn this category into an estimative label i.e. into a habitual estimative word characterizing personal and somebody else's behavior. An essential component of this type of exercise is ascertaining of the result on the basis of an unfinished sentence «It is moral when I..., It is immoral when I...». An important feature of the exercise is that a teacher begins the sensual-logic analysis of the chosen moral category with a negative component of the categorial pair.

During the experiment training exercises on formation of tolerance were tested. Each person expects from other people manifestations of attention, care, patience, help etc. This was promoted by the exercises: «I like when people treat me...» «Let's enjoy making gifts», etc. Series of tasks made it possible to create a steady system of moral life guidelines practically among all students even in cases when they had opposite positions. The educational potential of these exercises is rather high. Observations in this aspect showed development of the feeling of trust and politeness among seniors, their informative interests became more profound, their horizons broadened and communicative abilities improved.

At the third – generalizing stage of the forming experiment the required qualities of seniors were improved within implementation of a cycle of homerooms under the general name «Kazakhstan is our common home». At this stage of the practical-experimental work a general monitoring of the levels of formation of moral beliefs of seniors was

carried out. The final check showed rather good results. The students not only gained the knowledge of ethnic traditions of different peoples but were also convinced of their humanistic contents, uniqueness and originality. The dynamics of the increase of the levels of formation of moral beliefs of school students is presented in the table (2,3).

Table 1 – Levels of formation of moral beliefs of seniors on the basis of ethnic traditions at the stage of the ascertaining experiment

	Levels				
classes	higher	above average	average	below average	low
control	1,2%	4,8%	12%	31%	51%
experimental	1,1%	5,2%	10,7%	29%	54%

Table 2 – Levels of formation of moral beliefs of seniors on the basis of ethnic traditions at the stage of the forming experiment

	Levels				
classes	higher	above average	average	below average	low
control	2,9%	9,8%	37,3%	26%	24%
experimental	4,8%	21,2%	49%	17%	9%

Conclusions and recommendations. The carried-out research in the direction of formation of moral beliefs of seniors on the basis of ethnic traditions allows to draw the following conclusions:

1. Scientific-theoretical justification of the concept of «morality» as a special category and definition of ethnic traditions allowed to reveal the deep essence of the definition which is topical at all times but it gets a special value in the period of the renewal of the society and represents a new creative relation of a person to the surrounding reality in the context of judgment of national identification of peoples and universal imperatives.

2. Formation of moral beliefs is a rather difficult process. Carrying out the regulatory function, as an important structural unit of an outlook, beliefs define the spiritual system of a personality, its orientation and values that is why the discovery of the essence of the concept «belief» represents a special relation of a person to the surrounding reality.

3. In the difficult world outlook structure of the consciousness of a personality the process of formation of strong moral beliefs is more successful at the senior school age. Recognizing that moral beliefs are an internal component of a personality and a motive for a certain way of behavior they have a special moral force which directs them on positive transformation of the world and people from the position of ethnic traditions.

4. The concepts and approaches existing in the pedagogical science in the direction of formation of moral beliefs formed the theoretical base in the development of structural-informative model of formation of moral beliefs of seniors on the basis of ethnic traditions the methodological component of which included system-structural, personal focused and ethnoculturological approaches. The presented model provides an inclusion of all participants of the interaction in the pedagogical process and concretizes the notions of morality of senior school students on the basis of ethnic traditions.

5. The offered program of formation of moral beliefs of seniors on the basis of ethnic traditions represents a logically complete system. A school is aimed at preparation of responsible citizens capable to independently estimate the situations occurring in the society and to build their activity according to the interests of the people surrounding them what is undoubtedly coordinated with ethnic traditions.

6. In the conditions of ethnocultural education acquiring the system of knowledge and familiarizing with cultural values are the main characteristics of the activity of seniors. A powerful educational potential of ethnic traditions as universal value principles becomes significant owing to the age and specific features which are the basis for the developed program and the offered technique of work.

7. A purposeful work on formation of moral beliefs of seniors demands systematic activity. The program assumes the use of an active technique and traditional interactive forms of work. The most effective ones are discussions, debates, preparation of presentations, conversations, observations which expand the communicative sphere of the interaction of seniors concentrated on tolerance, trust and constructive dialogue as they influence formation of moral beliefs of school students. Moral principles and norms serve as a regulator of relationships and behavior of people and together with esthetic views define the relation to the surroundings, forms of activity, its purposes and results. Possessing high educational potential ethnic traditions are those mechanisms which influence a personality morally and are capable to create the correct belief because this is the social experience saved up by the mankind in the course of all progressive activity.

5. Conclusion

The conclusions set forth above allowed to make the following recommendations:

– the process of formation of moral beliefs of seniors on the basis of ethnic traditions is expedient for carrying out systematically, purposefully and step by step

– the offered model and the program of formation of moral beliefs of seniors have a universal character, it is necessary to apply them in the pedagogical process creating for pupils certain conditions which dictate the need for manifestation of morality in any activity.

On the whole the results of the research can be potentially applied in drawing up of program methodical documents for teachers of schools, courses and seminars of professional development of pedagogical workers, and also during the further research of the problem of formation of moral beliefs of seniors on the basis of ethnic traditions.

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FORMATION OF LEGAL COMPETENCE OF STUDENTS

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Abstract

The problem of the development of a model of the formation of the legal competence of the students is studied in this paper. The essence of the concept «The legal competence of the students» is studied herein to justify the methodology for the development of the model of the formation of the legal competence of the students. The content-related components of the legal competence of students were justified in the course of the development of the model of the formation of the legal competence of the students. The role of the legal and historical subjects in the process of the formation of the legal competence of the students was described. The model of the formation of the legal competence of the students in the study of the legal and historical subjects, including the criteria, the indicators, and the levels of the formation of the legal competence of students was developed. The model of the formation of the legal competence of the students in the study of the legal and historical disciplines is recommended for use in the development of university educational programs.

Keywords: model, legal competences of the students, formation, study.

1. Introduction

Currently, no formation of the competitive personality of a professional, adequately oriented in the social medium, is possible without acquisition by it of the legal knowledge complex. Modern social medium is increasingly aware of its dependence on the quality of the legal education, as the level and the system of legal knowledge significantly affect the efficiency of activity of the person in social medium. The revaluation of the importance of the law in the social medium takes place in the modern social medium. It is evidenced by the increase in the prestige of the legal professions, the increase in the amount of the legal literature, the significant growth of the interest in the legal information. The scientific literature is dominated by an approach to the law as the most important social phenomenon (Zippelius, 2012; Kosyanova, 2008; Kaminskaya, & Ratinov, 1974; Burger, 1973; Berkimbaev et al., 2012; Chown, 1994; Nielsen, 1994; Pillai, 2016; Ponomarchuk,

2011; Svistunov, 2008). However, the presence of the massive manifestations of the legal nihilism as well as the frequent appearance of the sentiments expressing the socially-legal insecurity in the social medium should be noted. In modern conditions, there is an acute need for legal changes conducive to overcoming the negative manifestations. The success of the country's transformations is largely determined by the level of the legal competence and legal culture of the society, which, in turn, are formed in the process of legal education. Not only the state of the social legal culture as a whole, but the result of legal activities in which this culture is reflected depend on the quality of legal education in the country. The legal culture of the personality of the student is determined by the legal knowledge, the respect for the law and the conscious compliance with the legal standards, the understanding of the legal liability, and the intransigence to the violations. Traditionally, the educational institutions, including the universities, give the priority to the special subjects. This situation is quite understandable, since the education is based on the profile of the institution. However, it should be noted that the underestimation of the importance of the legal subjects in the professional training of a student can lead to negative consequences (Kosyanova, 2008; Nielsen, 1994; Kaminskaya, & Ratinov, 1974; Burger, 1973; Berkimbaev et al., 2012). The low level of the legal competence, formed, in particular, in the study of law in higher educational institutions, can put the graduate in the terms of vulnerability, difficult adaptation to future professional activity. So, a graduate awarded with the qualification «a teacher of history» often fails to solve the legal issues within the scope of his/her professional activities. At the same time, among the mandatory requirements for the teaching employees there are not only the subject knowledge, methodology, pedagogy, but the foundations of the law, legal acts in the sphere of education (Schantz, 2012; Burger, 1973; Berkimbaev et al., 2012; Nielsen, 1994; Soboleva, 2013; Sakenov et al., 2012). The quality of legal training of the professional of any profile, including humanitarian, is of great importance because currently the process of the formation of the new type personality – the personality of «the law conscious citizen» which is characterized by a high level of legal competence and legal culture – is being performed in the society. A huge role in the development of such a personality belongs to the educational institutions. The modern stage of higher professional education development is characterized by the process of modernization, the essence of which lies in the transfer of the students from a reproductive level of learning to the level of the formation of the competencies. The leading idea of the education is the competence approach. Currently, there is a need for a qualitatively different professional training, combining the solidity of the professional basic knowledge with the innovative thinking and practice-oriented approach to solving the specific problems in the field of professional activity. In modern conditions, the level of education is not determined by the amount of knowledge. The days of generalists with broad but constant knowledge have passed. In

the information technology age, the professionals able to quickly find and analyze the fast-changing information are particularly appreciated. In this regard, one of the main objectives of the education should be not the provision of a large amount of factual material to be remembered, but the teaching of the effective methods of collection and analysis of the available information. One of the most important tasks of the teacher becomes not a transfer of ready knowledge, but the correct organization of the activity of the students. This is especially true with the position of the competence approach, which does not deny the value of knowledge, but focuses on the ability to use them in practice, on the ability to solve problems of various complexities on the basis of the existing knowledge. In the course of study of the legal subjects, the necessity of application of the competence approach is felt most acutely, because the law is one of the most dynamic regulators of public relations. In connection with the change of some normative legal acts, the previously acquired information not only loses its relevance, but may be fundamentally wrong. Given the rapid growth of the volume of the legal information and its instability, the problem of legal education should not be confined to the study of the current legislation. In this regard, the competence-based approach, focused on the acquisition by the student of the competencies in various fields, is of particular relevance. The concept and essence of the competence, the possibility of the use of the competence approach in the field of education has been studied by different researchers (Kathleen et al., 2013; Sundburg, 2001; Albekova et al., 2014; Berkimbaev et al., 2012; Kosyanova, 2008; White, 1959; Onalbek et al., 2013; Murzalinova, & Koleva, 2012; Kenenbaeva, & Tleulesova, 2013; Hutchinson, 1994; Gifford, 1994; Fernandez et al., 2012). The analysis of these papers allows to conclude the absence of the definitive scientific interpretation of the concept «competence». In this regard, there is a pluralism of approaches to the concept of «legal competence». From our point of view, the legal competence is a set of qualities reflecting the degree of qualification, the level of legal knowledge, abilities, skills, willingness and abilities required to solve the legal issues in the sphere of professional activity.

Thus, the analysis of the scientific papers of Ponomarchuk, 2011; Kosyanova, 2008; Kaminskaya, & Ratinov, 1974; Burger, 1973; Albekova et al., 2014; Berkimbaev et al., 2012; Chown, 1994; Nielsen, 1994; Pillai, 2016; Ishanov, & Bekmambetova, 2013; Day, 1994 allows to update the basic contradiction between the objective necessity of the formation of the legal competence of the students and the insufficient degree of elaboration of the theoretical bases of the formation of the legal competence of the students, to the undeveloped role of the legal, historical subjects in this process.

The solution of the revealed contradictions constitutes the purpose of this study: the development of a model of the formation of the legal competence of the students in the study of the legal and historical subjects.

2. Methods

The methods of study: to achieve the stated purpose, as well as to develop a model of the formation of the legal competence of the students in the study of the legal and historical subjects, the theoretical methods of research were used by the authors: the study and analysis of the philosophical, sociological, legal and historical literature on the research of the legal competence; the approaches of the scientists to studying the legal, historical subjects and the legal competence; the analysis, synthesis, comparison, generalization, modeling in the study of the process of the development of the model of the formation of the legal competence of the students in the study of the legal and historical subjects. The methodological basis of the study are the contemporary theories and concepts of higher education; the studies on the formation of the legal competence; the ideas of the systemic, culturological, personal, activity, humanistic, axiological, acmeological, and legal approaches to the higher education; the idea of the legal culture.

3. Results

In the modern social and economic conditions of the functioning of the system of higher education, the requirements to the level of the legal competence of the students as the future professionals are increased significantly. The professional with higher education must have certain legal knowledge, and must be able to apply it in professional activities. Thus, the problem of the formation of the legal competence as one of the priority competencies of the graduate in the direction of the education is of particular relevance. However, as practice shows, the majority of graduates of humanitarian higher education institutions often have significant gaps in the legal knowledge and skills. This leads to the conclusion that the existing professional training of future humanitarian professionals (historians, civil servants) in the institutions does not meet the requirements of the contemporary society, and these professionals have the underdeveloped legal competence (Kaminskaya, & Ratinov, 1974; Burger, 1973; Albekova et al., 2014; Berkimbaev et al., 2012; Kosyanova, 2008; Nielsen, 1994; Soboleva, 2013; Svistunov, 2008). In this regard, the issue of the formation of the legal competence of the students of the humanitarian institutions should be considered as the priority in the system of professional training of the future professionals in the sphere of humanities. The legal competence of the students of the higher education institutions is defined by the authors as the integral property of the individual, based on the legal values, reflecting the ability and willingness to apply the legal knowledge and skills in the occupational activities. To describe the process of the formation of the legal competence of the students of higher education institutions the authors decided to use the structuring of the model of the formation of the legal competence of the students in the study of the legal and historical subjects. The methodological basis of the development of the model of the formation of the legal competence of the students

in the study of the legal and historical subjects became the axiological, system-activity, competence and personality-oriented approaches. The axiological approach allows to identify the legal values of the students of higher educational institutions. The systemic approach makes possible the interaction of all parts of the model of the formation of the legal competence of the students in the study of the legal and historical subjects, which in turn allows to stimulate maximally the development of all components of the legal competence in their complexity and unity. The principle of the consistency ensures the integrity of the process, promoting its effectiveness, allowing to consider the whole process of the formation of the legal competence as a unified system with diverse internal successive links. The activity approach allows the students to acquire actively the legal knowledge and skills of the content-related component of the model of the formation of the legal competence of the students in the study of the legal and historical subjects. The competence approach allows to characterize the legal competence of the students of the higher educational institution, to define its structure and content. The personality-oriented approach ensures the orientation of all components of the model of the formation of the legal competence of the students in the study of the legal and historical subjects on the development of the personality of a student. The model of the formation of the legal competence of the students in the study of the legal and historical subjects is represented by the interrelated modules: the objective (describing the goals and objectives of professional legal training of students), the content-related (revealing the content of the professional legal training of students), the organizational and activity (considering the organization of the training process, the pedagogical conditions, the forms and the methods of legal education of the students of the higher educational institution), the effective and criterial (determining the results of the operations for the formation of the legal competence of the students of the higher educational institution (HEI) and the criteria for the evaluation of the effectiveness of those activities). Each of these modules of the model of the formation of the legal competence of the students in the study of the legal and historical subjects, with their functions, specific content and methodological features, are developed to solve a specific part of the overall pedagogical objective — the formation of the legal competence of the students of the higher educational institution. The objective module of the developed model of the formation of the legal competence of the students in the study of the legal and historical subjects is determined by the modernization of the education and the social order, defining the goals and objectives of the legal training of the students of the higher educational institution. The main objective of the legal training of the students is the formation of the legal competence. The tasks are defined by us on the basis of the structure of the legal competence of students: – the formation of the system of legal knowledge and the skills, contributing to successful professional activity; – the formation of the respect for the law, the recognition of its

values; – the formation of the legal skills and customs of the lawful behavior. The central link between the purpose and result of the formation of the legal competence of the students of the higher educational institution is the content of education, as reflected in the content of the educational material for the legal and historical subjects (Fundamentals of Law, Kazakh Law, Roman Law, History of Kazakhstan). This circumstance causes the differentiation of the second strategic component of the model of the formation of the legal competence of the students in the study of the legal and historical subjects — the content-related component. The content-related module of the model of the formation of the legal competence of the students in the study of the legal and historical subjects determines the content of the process of the formation of the legal competence of the students of the higher educational institution, representing the transition from the objectives to the results by ensuring of the integrity of the educational process. The content-related module includes the development of the humanitarian and legal values, the motivation to obtain the legal knowledge and its use in the future professional activity; the adoption of a system of legal knowledge; the willingness and the ability to implement the obtained legal knowledge. The third component included in the model of the formation of the legal competence of the students in the study of the legal and historical subjects is the organizational and activity component. This module of the model includes the organizational activity and the methodological support of the professional legal training of the students of the higher educational institution. The need for this module is dictated by the fact that the selection of forms and methods of influence, the definition of pedagogical conditions conducive to the successful formation of the legal competence allow to simulate the professional activities, to direct the educational process, the activities of the teacher and the students to the most complete implementation of the defined goals and objectives of the educational process, aimed in its turn at the formation of the legal competence. This module is represented in the model by the forms and methods of legal education of the students in the framework of the training and professional activities during the internship and academic activities. In the organizational and activity module of the developed model of the formation of the legal competence of the students in the study of the legal and historical subjects, the forms and methods of the formation of the legal competence of the students in the above-mentioned types of learning activities (role play, case study, analysis of incidents, discussion, brainstorming method, etc.) are presented. Among the pedagogical conditions promoting the effective implementation of the model of the formation of the legal competence of the students in the study of the legal and historical subjects, the following are highlighted by the authors: the improvement of the educational process providing the opportunity for sequential legal knowledge acquisition, the rule of motivation and formation of the positive legal experience in the framework of the educational and professional and scientific activities, with the active use

of the interactive learning methods, as well as within the educational practice; the improvement of the program-didactic support of the educational process through the introduction of a special course «Legal Bases of Activity of a Professional» and the strengthening of the professional aspects of the «Jurisprudence» subject. The fourth is the effective and criterial component, reflecting the efficiency of the process of the formation of the legal competence of the students of the higher educational institution, describing the results achieved in the legal education in accordance with the objectives. This module includes the criteria, the levels, and the indicators of the components of the legal competence of the students of a higher educational institution. As the criteria of the formation of the legal competence of the students of medical Institute, the following were highlighted by the authors:

1. The degree of the formation of the system of values and motivation for the lawful behavior. Under this criterion, the authors understand the respect for legal values shown, the conscious, reasoned participation in educational and socially-active legal work. The indicators: the recognition of the importance of the legal values in society, the severity of educational, professional and cognitive motives for the acquisition of the legal knowledge and its application in future professional activities; the need to improve the legal competence.

2. The degree of legal awareness. Under this criterion, the authors understand the awareness in the legal knowledge system. Indicators: knowledge of the fundamentals of the theory of state and law, the Constitution, the main normative-legal acts, the knowledge of normative-legal acts regulating the professional activities, the knowledge of rights and duties, the knowledge of the legal terminology.

3. The degree of the formation of the skills and habits of lawful behavior. Under this criterion, the authors understand the acquisition of the legal knowledge and the ability to apply it in practice. The indicators: the ability to find, analyze and apply the legal information independently; the ability to perform the analysis of the normative legal acts from the point of view of the implementation and protection of the human rights; the ability to apply legal knowledge to determine the appropriate law, the way of conduct and the rules of action in particular situations; the ability to use the legal mechanisms to protect the rights and legitimate interests; the ability to make legitimate decisions in specific situations that arise in the exercise of professional activity; the ability to give legal assessment of the professional offences and to identify possible legal consequences of such acts, ways of their prevention.

The levels of the formation of the legal competence of the students of the higher educational institution are presented in terms of the content as follows. The low level is characterized by the rawness of the value-motivational component of the legal competence, the superficial legal knowledge, that is, the minimal or inadequate understanding of the

legal information, legal terminology, and the lack of ability to analyze the legal information. The students have no positive motivation and commitment to legal education. The average level is characterized by partial formation of the components of the legal competency while the students are showing the interest only in the mandatory legal information; the legal knowledge is superficial, not clear enough, basically approaching the prescribed textbooks. The legal vocabulary is limited; the students consume the minimum number of legal terms. This level is characterized by the formation of certain legal skills that are not always sufficient to resolve situations of a legal nature. The high level is characterized by the formation of all components of the legal competence. The students show the multilateral sustained interest in legal information. The amount of legal knowledge is considerably outside of the program; the knowledge is broad and based on the laws and other normative-legal acts. This level is characterized by the need to improve the legal knowledge and skills. A legal vocabulary is quite rich. The students are able to solve competently the legal problems, to assess the problem situation from the position of the law.

3.1. Originality results. The model of the formation of the legal competence of the students is theoretically grounded, designed and presented in our study (see Figure 1).

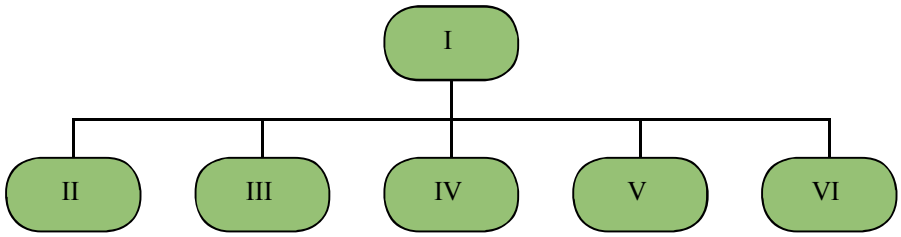

Figure 1. The model of the formation of the legal competence of the students

The explanation to the Figure 1. The model of the formation of the legal competence of the students. This model of the formation of the legal competence of the students in the study of the legal and historical subjects presents the core modules of the process of the formation of the legal competence of the students in the study of the legal and historical subjects in reference to each other:

1 – the axiological, systemic, activity, competence-based and personality-oriented approaches to the formation of the legal competence of the students in the study of the legal and historical subjects.

2 – the objective module of the developed model of the formation of the legal competence of the students in the study of the legal and historical subjects is determined by

the modernization of the education and the social order, defining the goals and objectives of the legal training of the students of the higher educational institution.

3 – the content-related module of the model of the formation of the legal competence of the students in the study of the legal and historical subjects determines the content of the process of the formation of the legal competence of the students of the higher educational institution, representing the transition from the objectives to the results by ensuring of the integrity of the educational process.

4 – the organizational and activity component includes the organizational activity and the methodological support of the professional legal training of the students of the higher educational institution. This module is represented in the model by the forms and methods of legal education of the students in the framework of the training and professional activities during the internship and academic activities. Among the pedagogical conditions, the following are highlighted by the authors: the improvement of the educational process providing the opportunity for sequential legal knowledge acquisition, the rule of motivation and formation of the positive legal experience in the framework of the educational and professional and scientific activities, with the active use of the interactive learning methods, as well as within the educational practice; the improvement of the program-didactic support of the educational process through the introduction of a special course «Legal Bases of Activity of a Professional» and the strengthening of the professional aspects of the «Jurisprudence» subject.

5 – the effective and criterial component reflects the efficiency of the process of the formation of the legal competence of the students of the higher educational institution, describes the results achieved in the legal education in accordance with the objectives. This module includes the criteria, the levels, and the indicators of the components of the legal competence of the students of higher educational institution.

6 – the process and the result of the formation of the legal competence of the students in the study of the legal and historical subjects.

The developed model of the formation of the legal competence of the students in the study of the legal and historical subjects is a descriptive analogue of the process of the formation of the legal competence of the students of the higher educational institution. Each of the modules of the model of the formation of the legal competence of the students in the study of the legal and historical subjects has a specific content and the methodological features, and solves a particular part of the overall pedagogical objectives – the formation of the legal competence of students of a higher educational institution.

4. Discussion

The legal competence of a student is the integral property of the personality, based on the legal values, reflecting the ability and the willingness to apply the legal knowledge

and skills in the occupational activities. The formed legal competence of a student is the result of effective implementation of the model of the formation of the legal competence of the students in the study of the legal and historical subjects (Fundamentals of Law, Kazakh Law, Roman Law, History of Kazakhstan, Legal Basis of Activities of a Specialist, Jurisprudence), through the improvement of the organization of the HEI educational process, providing the possibility of sequential assimilation of the legal knowledge, the formation of the legal motivation and positive legal experience in professional education and scientific activities, with the active use of the methods of interactive education, as well as in the course of training and practice; through the improvement of the programme and the didactic support of the educational process; by the systemic actualization of the legal experience in the educational process, motivating the willingness and the ability of the students to transform the legal information on the legal and historical subjects (Fundamentals of Law, Kazakh Law, Roman Law, History of Kazakhstan, Legal Bases of Activities of a Specialist, Jurisprudence) in the legal knowledge with the prospect of legal self-education, self-improvement and self-realization in the modern legal society. This mechanism is used by the authors in the structure of the Model of the formation of the legal competence of the students in the study of the legal and historical subjects and is contextually reflected in the following modules of the Model: the Objective module of the formation of the legal competence of the students in the study of the legal and historical subjects; the Content-related module of the formation of the legal competence of the students in the study of the legal and historical subjects; Organizational and activity module of the formation of the legal competence of the students in the study of the legal and historical subjects; the Effective-criterial module of the formation of the legal competence of the students in the study of the legal and historical subjects. The Model of the formation of the legal competence of the students in the study of the legal and historical subjects creates the conditions for the implementation in the HEI educational process of the criterial and level mechanism of monitoring of the formation of the legal competence of the students; it creates the conditions for the organization of the legal activity of the students in the course of study of the subjects: Fundamentals of Law, Kazakh Law, Roman Law, History of Kazakhstan, Legal Bases of Activities of a Specialist, Jurisprudence.

5. Conclusion

The scientific novelty of this study lies in the methodological approaches to the designing of the Model of the formation of the legal competence of the students in the study of the legal and historical subjects, such as axiological, systemic, activity, competence and personality-oriented approaches. The justification of the methodological approaches allowed the authors to develop and to justify the structure and the content of the model of the formation of the legal competence of the students in the study of the legal and historical

subjects. The Model of the formation of the legal competence of the students in the study of the legal and historical subjects contains the pedagogical conditions promoting the effective implementation of the process of the formation of the legal competence of the students, such as the improvement of the educational process providing the opportunity for sequential acquisition of the legal knowledge, the formation of the legal motivation and positive legal experience in the framework of the educational, professional and scientific activities, with the active use of the methods of interactive education, as well as in the framework of educational legal practice. In the process of the development of the Model of the formation of the legal competence of the students in the study of the legal and historical subjects, the concept of the «legal competence» was substantiated as the integral property of the personality, based on the legal values, reflecting the ability and the willingness to apply the legal knowledge and skills in the occupational activities. The developed Model of the formation of the legal competence of the students in the study of the legal and historical subjects provides a perspective of a wide range of the new studies of the scientific problem of the formation of the legal competence of the students. In contrast to the studies performed by Zippelius, 2012; Kosyanova, 2008; Kaminskaya, & Ratinov, 1974; Burger, 1973; Albekova et al., 2014; Berkimbaev et al., 2012; Chown, 1994; Nielsen, 1994; Pillai, 2016; Ponomarchuk, 2011; Soboleva, 2013; Svistunov, 2008, the structure of the Model of the formation of the legal competence of the students in the study of the legal and historical subjects, developed in this study, contains the modules for the development of the guidelines and educational programmes, ensuring the efficiency of the process of the formation of the legal competence of the students. The developed Model of the formation of the legal competence of the students in the study of the legal and historical subjects is recommended for use in the educational process in the higher educational institutions.

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FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS COLLEGE (ROLE OF ELECTIVE DISCIPLINES)

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Abstract

The article studied: the process of formation of professional competence. In the article using of elective disciplines in students professional competence formation process is investigated. Using of elective disciplines allows to add possibilities of students professional training. The essence, specifics, opportunities and features of elective disciplines in students professional competence formation process is defined. Key characteristics of pedagogical specialties students

professional competence are proved. The technology of elective disciplines formation is under construction on the basis of the analysis of requirements to the pedagogical specialties students. Pedagogical conditions of efficiency of elective disciplines using in in pedagogical specialties students professional training are: compensatory approach, orientation of elective disciplines on the solution of a specific objective; motivation of pedagogical specialties students on mastering a course of elective disciplines. Is developed the model of formation of professional competence of students (in the study of elective courses).

Keywords: professional competence, elective disciplines, formations of professional competence, model of formation of professional competence of students (in the study of elective courses).

1. Introduction.

The level of research scientific problem. In the conditions of the carried-out modernization of higher education the role of the student, his active position considerably increases in the attitude towards the studied disciplines. Introduction of elective courses (disciplines at the choice of students) are capable to change cardinally the attitude of students towards to what and as train them in higher education institution. Unfortunately, the elective disciplines offered today reflect scientific interests of chairs, teachers in higher education institution and aren't always focused on needs of pedagogical specialties students, priorities of their professional adaptation in labor market. According to the purposes of modern education it is necessary to project modern educational courses on the basis of competence-based approach which realization becomes possible as a result of use of adequate technologies of training. In modern conditions of the higher school development when there is a deep differentiation of education and at the same time reduction of hours on studying of many fundamental disciplines, elective training is an important component of the educational system allowing to expand and deepen knowledge of pedagogical specialties students of various sections of preparation professional program. We understand the additional professional education which is integrally connected with basic courses, used as means of informative requirement satisfaction and interest of pedagogical specialties students in questions of the general and professional competences development, significant for their further professional activity as elective education. The purpose of elective disciplines – expansion and increasing knowledge of pedagogical specialties students according to various sections of an educational program according to their voluntary choice and informative requirements. Elective disciplines are the new educational routes of students which are partially removing a contradiction between reduction of hours on studying of obligatory courses and need of an educational field expansion according to modern requirements to the level of the expert training. The disciplines chosen by the student become obligatory for studying. In total the regional

component of a professional education and elective disciplines provide knowledge, skills of pedagogical specialties students. In turn, elective disciplines – the list of training disciplines, the educations approved by the organizations entering a component for choice from among which students of pedagogical specialties form the individual curriculum within the established credits. Thus, elective disciplines provide knowledge, skills of pedagogical specialties students, form their professional competences as future teachers. Analysis works of Valeeva I.A., Beregova I.P. [1], Kenenbaeva M.A, Tleulesova A.Sh. [2], Sakenov D.Zh. [3], Kathleen A. Brown-Rice and Susan Furr [4], Asenova N.S., Sakenov D.Zh. [5], Zhaparova B.M., Tleulesova A.Sh., Sarsenbayeva B.G., Baygozhina Zh.M., Aytpayeva Zh.Zh., Sakenov D.Zh. [6], Yahia Obaidat [7], Nabieva E. [8], Kul'kov S.A. [9], Schantz E.A. [10], Mane L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus [11], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J.Z. [12], Granovskiy G.I. [13], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [14] etc. shows that formation of students professional competence becomes one of the priority directions of modern elective education.

As they note (Valeeva I.A., Beregova I.P. [1], Kenenbaeva, M.A, Tleulesova A.Sh. [2], Sakenov D. Zh. [3], Kathleen A. Brown-Rice and Susan Furr [4], Asenova N.S., Sakenov D.Zh. [5], Zhaparova B.M., Tleulesova A.Sh., Sarsenbayeva B.G., Baygozhina Zh.M., Aytpayeva Zh.Zh., Sakenov D.Zh. [6], Yahia Obaidat [7], Nabieva E. [8], Kul'kov S.A. [9], Schantz E.A. [10], Mane L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus [11], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J. Z. [12], Granovskiy G.I. [13], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [14]): elective courses have special value by preparation of bachelors of the Pedagogical education direction as definition of a concrete type of professional activity is defined by a higher educational institution together with being trained, scientific and pedagogical workers of a higher educational institution and associations of employers. Solution of objectives not possibly only powers of disciplines of a base unit. Complete and all-round preparation is possible in the conditions of active introduction of system elective courses. Let′s note that in pedagogical higher education institutions teaching of disciplines for choice, focused on preparation of future teacher of rural school isn′t conducted, also in a federal state educational standard the orientation on formation of professional competence of future teacher of rural school isn′t fully reflected. For preparation of the teacher in the conditions of rural areas it is offered to include in the curriculum of preparation of bachelors of the direction «050100 – Pedagogical

education» the following system of elective courses: « Management of rural schools in the modernization of the educational system»; «The organization of independent work of pupils at rural school»; «The organization of preprofile preparation of pupils at rural school»; «Methodical (work system) work of the teacher of rural school on preparation of pupils to performance of Unified State Examinations tasks»; «Profile training at rural school». The basis for introduction of these elective courses are all-didactic principles: fundamental nature, availability, quality of knowledge. The offered courses correspond to private principles of formation of the content of disciplines for choice which contents reflect specifics of preparation of future teachers of rural school. The carried-out analysis of scientific literature on a problem of elective education as way of pedagogical specialties students professional competence formation, testify to increase of interest in this problem. Unfortunately, still basic research of a problem of interrelation of elective disciplines and pedagogical higher education students professional competence formation institution it wasn't carried out. Besides, the analysis of scientific researches Valeeva I.A., Beregova I.P. [1], Kenenbaeva M.A, Tleulesova A.Sh. [2], Sakenov D. Zh. [3], Kathleen A. Brown-Rice and Susan Furr [4], Asenova N.S., Sakenov D.Zh. [5], Zhaparova B.M., Tleulesova A.Sh., Sarsenbayeva B.G., Baygozhina Zh.M., Aytpayeva Zh.Zh., Sakenov D. Zh. [6], Yahia Obaidat [7], Nabieva E. [8], Kul'kov S.A. [9], Schantz E.A. [10], Mane L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus [11], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J.Z. [12], Granovskiy G.I. [13], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [14], shows that higher educational institutions at the moment have no sufficient level of the evidence-based organization of the educational process promoting use of elective disciplines in process of pedagogical specialties students professional competence formation.

In this way, in researches of students professional training (Kathleen A. Brown-Rice and Susan Furr [1], Sakenov D.Zh. [2], Dornan T., Carroll C., Parboosingh J. [3], Asenova N.S., Sakenov D.Zh. [4], Kristin Litster and Jillian Roberts [5], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J.Z. [6], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [7], Zhaparova B.M., Tleulesova A.Sh., Sarsenbayeva B.G., Baygozhina Zh.M., Aytpayeva Zh.Zh., Sakenov D.Zh. [8], Claire Kramsch [9], Kenenbaeva M.A, Tleulesova A.Sh. [10], Valeeva I.A., Beregova I.P. [11], etc.) conditions, factors and substantial variability of this process are allocated. These researches give the grounds for ascertaining about possibility of elective disciplines using in process of pedagogical specialties students professional competence formation.

However, the status of students' need for formation of conditions professional competence of elective disciplines studying remains low-studied.

Thus, need of pedagogical specialties students professional competence formation is quite obvious now, but process of its formation when studying elective disciplines demands specification. Professional competence of pedagogical specialties students is the basic, integrated characteristic of personal qualities of the student including professional competences, providing effective and expedient implementation of professional activity in various spheres and segments of education according to the legal and moral standards accepted in modern society, characterizing existence of organizing abilities, skills of the analysis and forecasting of pedagogical activity results, knowledge of the most effective and rational ways of its implementation, and also professional mobility. This understanding of pedagogical specialties students professional competence creates a scientific basis for development of the content of elective disciplines as means of vocational training of students. However, as shows the analysis of psychology and pedagogical and methodical literature, works Valeeva I.A., Beregova I.P. [1], Kenenbaeva M.A, Tleulesova A.Sh. [2], Sakenov D.Zh. [3], Kathleen A. Brown-Rice and Susan Furr [4], Asenova N.S., Sakenov D.Zh. [5], Zhaparova B.M., Tleulesova A.Sh., Sarsenbayeva B.G., Baygozhina Zh.M., Aytpayeva Zh.Zh., Sakenov D.Zh. [6], Yahia Obaidat [7], Nabieva E. [8], Kul'kov S.A. [9], Schantz E.A. [10], Mane, L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus [11], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J.Z. [12], Granovskiy G.I. [13], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [14], development of elective disciplines as means of pedagogical specialties students professional competence formation remains out of a field of modern scientific researches, their specifics in comparison with the main disciplines thereby aren't considered. The insufficient modern theoretical readiness of this scientific problem caused the low level of productivity of elective disciplines using in process of pedagogical specialties students professional competence formation. Research objective: theoretically to prove and experimentally to check a role of elective disciplines the process of formation of professional competence of students pedagogical specialties.

2. Methods.

Theoretical-methodological basis of research are the leading concepts of education; theory of the content of education; modern theories and concepts of higher education; regulations on essence of complete pedagogical process; pedagogical researches about the nature of the teacher's work; researches on formation of the teacher's professionalism; researches on the teacher's professional competence formation; ideas of system,

culturological, personal, activity, humanistic, axiological, ackmeological approaches; idea of subject activity of the personality in the course of her activity; development of technological approaches and variable technologies of education.

Research methods: – theoretical methods: studying and analysis of special literature and researches on a problem of education quality and competence-based approach; classification, comparison, generalization; the retrospective analysis of own experience, the analysis of standard and methodical documents concerning higher education;

– empirical methods: pedagogical supervision, questioning, studying and synthesis of experience, conceptual justifications and analysis of student teaching;

– pedagogical experiment: work on the developed materials and methodical recommendations for teachers of carrying out elective courses.

Methodological basis of research were: the theory about activity essence of the person and creative activity, the theory of systems, the theory of management; principles of system, personal, activity, competence-based approaches to formation of the identity of the expert.

3. Main part.

Author's original methodological approach. Use of elective disciplines in process of pedagogical specialties students' professional competence formation is understood by us, as process of development and specification of pedagogical specialties students professional competence system, their experience of practical and creative activities for the purpose of security of integrity and focus of the most elective discipline. In the context of our research the technology of elective disciplines formation is activities for expansion and formation of the following criteria and indicators of pedagogical specialties students professional competence:

– informative (assimilation of knowledge, level of professional literacy, mastering complex of concepts, categories, laws);

– motivational (qualities and properties of the personality, tolerance, psychological readiness);

– practical (mastering the actions having a professional focus, existence of abilities of the rational organization of work, use of knowledge in non-standard situations, skills of design, the organization and implementation of professional activity.

Pedagogical conditions of elective using efficiency disciplines in of pedagogical specialty students professional training are: compensatory approach in their formation (time, small on volume, and dynamism of changes); orientation of elective disciplines on the solution of the specific objective reflecting requirements of labor market; motivation of pedagogical specialties students on mastering a course of elective disciplines. In this regard, we developed and introduced original Model of elective disciplines using in

process of pedagogical specialties students professional competence formation including criteria and indicators of process productivity. At design of elective disciplines using Model in process of pedagogical specialties students professional competence formation allocation of the following components is necessary: procedural, cognitive, information. The procedural component is based on a complex of the pedagogical specialties students practical skills making a basis of professional competence at development of elective disciplines. The cognitive component of professional competence describes, first of all, intellectual development and features of cognitive activity of the pedagogical specialties students making also professional competences at development of elective disciplines. Information component characterizes tactics and strategy of professional behavior of pedagogical specialties students as future teachers, making professional competences at development of elective disciplines.

Thus, the organization of elective disciplines using process in process of pedagogical specialties students professional competence formation assumes development of the model containing professional competences and reflecting necessary personal and professional qualities of pedagogical specialties students as future teachers. The model represents the complete, interconnected process in which all components and components are directed on achievement of an ultimate goal – formation at students of pedagogical specialties of professional competence as result of development of elective disciplines (fig. 1 Model of formation of professional competence of students (in the study of elective courses).

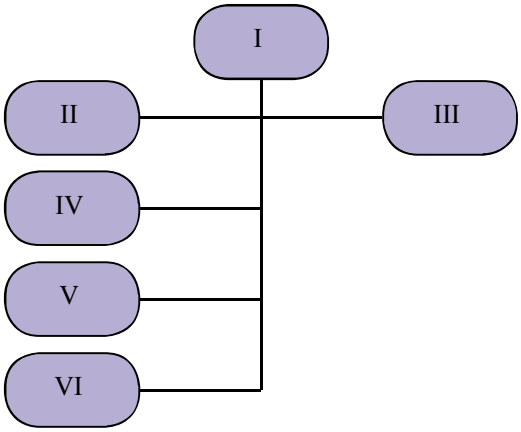

Figure 1. Model of formation of professional competence of students (in the study of elective courses).

The explanation to figure 1. Model of formation of professional competence of students (in the study of elective courses):

I – Process of formation of professional competence of students (in the study of elective courses);

II – Elective disciplines;

III – Components of elective disciplines: procedural, cognitive, information;

IV – Technology of elective disciplines formation;

V – Pedagogical conditions of using elective disciplines;

VI – Professional competences of students;

Scientific originality and uniqueness of the Model of formation of professional competence of students (in the study of elective courses). During experimental check of Model of elective disciplines using in process of pedagogical specialties students professional competence formation, including analyzing dynamics of the relation of pedagogical specialties students to the content of elective disciplines, it is possible to draw the following conclusion: at the initial stage of experiment the number of pedagogical specialties students with the expressed cognitive interest made 16%, and at the end of the 6th semester it increased to 71%. Therefore, positive dynamics for 55% allows to determine productivity of skilled and experimental work by this criterion. The analysis of the experiment forming stage results allows to define dynamics of pedagogical specialties students professional competence formation. At the initial stage of experiment the number of pedagogical specialties students with the created professional competences made 16%, and at the end of the 7th semester it increased to 72%. Therefore, positive dynamics by this criterion for 54% indicates productivity of skilled and experimental work on pedagogical specialties students professional competence formation when studying elective disciplines. The comparative analysis of results of the stating and forming stages of experiment showed that in the course is skilled – experimental work positive dynamics by all criteria of elective disciplines using Model in process of pedagogical specialties students professional competence formation is observed.

Pedagogical diagnostics of level determination results of pedagogical specialties students professional competence formation when studying elective disciplines which is carried out with use of the rating monitoring system allowed to reveal a tendency of level increase of pedagogical specialties students professional competence formation when studying elective disciplines to what results of progress in experimental and control groups before experiment (fig. 2) testify.

The results and discussions. As a result of the conducted research, we note that in experimental groups the number of pedagogical specialties students with rather high level of professional competence formation after experiment increased by 19%. In turn, the number of the pedagogical specialties students which reached the average level of professional competence formation after experiment – increased by 1%. The most important that as a result of the conducted research the number of students of the

pedagogical specialties having the low level of formation of professional competence after experiment – decreased by 20%.

Results of the conducted research in control groups of pedagogical specialties students, testify to preservation of number of pedagogical specialties students with the high level of professional competence formation at the level of 10–11%, change of pedagogical specialties students number with average level – for 1%, reduction of low level of professional competence formation by 2%.

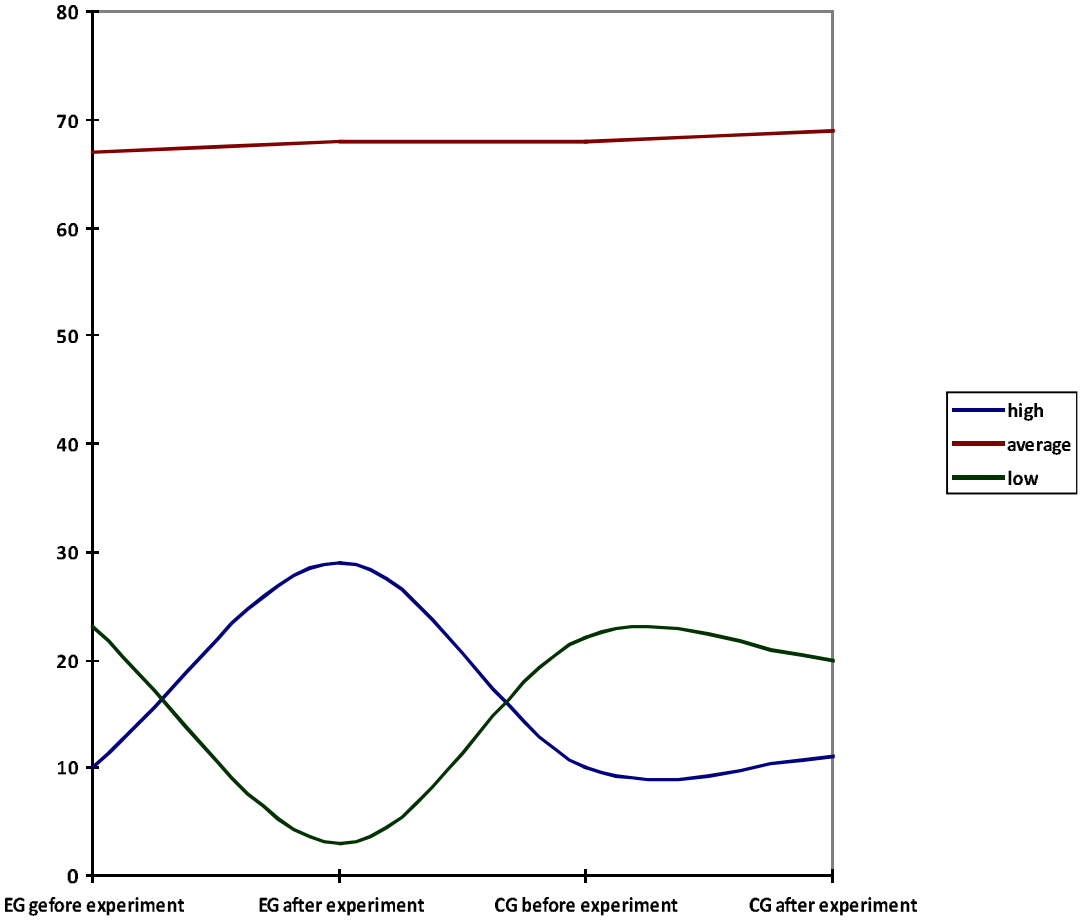

Fig. 2. Diagnostics of pedagogical specialties students professional competence formation level when studying elective disciplines.

Thus, the received indicators testify to high efficiency of the offered Model of formation of professional competence of students (in the study of elective courses). In high school system of pedagogical specialties students professional competence the

important place belongs to elective courses of students. In this regard, we claim, unlike other researchers (Valeeva I.A., Beregova I.P. [1], Kenenbaeva M.A, Tleulesova A.Sh. [2], Sakenov D. Zh. [3], Kathleen A. Brown-Rice and Susan Furr [4], Asenova N.S., Sakenov D.Zh. [5], Zhaparova B.M., Tleulesova A.Sh., Sarsenbayeva B.G., Baygozhina Zh.M., Aytpayeva Zh.Zh., Sakenov D.Zh. [6], Yahia Obaidat [7], Nabieva E. [8], Kul'kov S.A. [9], Schantz E.A. [10], Mane, L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus [11], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J.Z. [12], Granovskiy G.I. [13], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [14]) that the existing system of professional education will be able to provide a combination of requirements of labor market, interests of the student and opportunities of higher education institution in compliance with achievements of science and the advanced practice, under a condition, if:

– elective disciplines are formed on the basis of competence-based approach and are directed on the solution of the private educational tasks providing high-quality training of pedagogical specialties students.

– the choice of elective disciplines of pedagogical specialties students considers requirements of labor market, the requirement to quality of professional education and possibility of the graduate to self-realization;

– the content of elective disciplines provides the solution of a private educational task (information, applied, personal);

– each elective discipline is provided with adequate technology of training.

4. Discussion

The novelty of the scientific research results. Thus, as a result of the conducted research the essence, components, specifics, technologies, opportunities, pedagogical conditions and features of use of elective disciplines in the course of of pedagogical specialties students professional competence formation is proved. The methodological analysis of elective disciplines using study condition in process of professional competence formation allowed to reveal and prove structure, key characteristics and mechanisms of pedagogical specialties students professional competence formation in the course of studying of elective disciplines. The original model of elective disciplines using in process of pedagogical specialties students professional competence formation in the conditions of teacher training college, including is developed and is experimentally approved:

– components, technology and pedagogical conditions of use of elective disciplines in process of of pedagogical specialties students professional competence formation.

In the course of research an inspection is carried experimentally out and efficiency of elective disciplines using model in process of of pedagogical specialties students professional competence formation is proved.

5. Conclusions

Unlike the works of Valeeva I.A., Beregova I.P. [1], Kenenbaeva, M.A, Tleulesova A.Sh. [2], Sakenov D.Zh. [3], Kathleen A. Brown-Rice and Susan Furr [4], Asenova N.S., Sakenov D.Zh. [5], Zhaparova B.M., Tleulesova A.Sh., Sarsenbayeva B.G., Baygozhina Zh.M., Aytpayeva Zh.Zh., Sakenov D.Zh. [6], Yahia Obaidat [7], Nabieva E. [8], Kul'kov S.A. [9], Schantz E.A. [10], Mane, L. Miville, Changming Duan, Roberta L. Nutt, Charles A. Waehler, Lisa Suzuki, M. Carole Pistole, Patricia Arredondo, Michael Duffy, Brenda X. Mejia, Melissa Corpus [11], Sarsenbaeva B.G., Nikolaeva N.V., Kulsharipova Z.K., Demidenko R.N., Vlasova V.V., Sakenov J.Z. [12], Granovskiy G.I. [13], Nicolas Fernandez, Valerie Dory, LouisGeorges Ste-Marie, Monique Chaput, Bernard Charlin and Andree Boucher [14] broad analytical approach to this problem, allowed to us develop Model of formation of professional competence of students (in the study of elective courses). Using of elective disciplines allows adding possibilities of pedagogical specialties students professional competence. Competence-based approach, considering requirements of the market, specialty and interests of students of pedagogical specialties, on the one hand, about other potential of the state and high school component, will allow adding with elective disciplines educational process. Each elective course supplements possibility of the solution of information, applied, personal educational task.

The technology of elective disciplines formation is under construction on the basis of the requirements analysis to the pedagogical specialties students taking into account requirements of labor market, possibility of the state and high school component, and also taking into account opinions of students and defines private educational tasks, ways of their decision through elective disciplines. Such elective disciplines have dynamic character, are specified and supplemented taking into account changes of a conjuncture of labor market, emergence of new advanced technologies and interests of pedagogical specialties students. Pedagogical conditions of elective disciplines using efficiency in vocational training of students of pedagogical specialties are: compensatory approach in their formation (time, small on volume, and dynamism of changes); orientation of elective disciplines on the solution of the specific objective reflecting requirements of labor market; motivation of pedagogical specialties students on mastering a course of elective disciplines; realization of elective courses is based with use of the active methods of training providing the solution of an educational task and maintains interest of pedagogical specialties students in mastering the content of elective discipline.

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METHODICAL CONDITIONS OF FORMATION PROFESSIONAL COMPETENCES AT STUDENTS COLLEGE

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Abstract

The analysis of professional competence formation problem consisting in justification of methodical conditions of formation professional competences at students in the course of their professional training in College is provided in research. The structure is theoretically proved and almost developed, the contents, criteria and levels professional competences at students are defined. Efficiency of the revealed methodical conditions of professional training providing formation professional to competence at students is proved. The methodical model of student's professional competence formation is theoretically proved and almost developed. Efficiency of student's professional competence formation methodical model in the course of professional training is methodologically proved and experimentally checked.

Keywords: professional competences, students, methodical conditions, professional competence of students, methodical conditions of formation professional competences.

1. Introduction:

Acceleration of society development rates, expansion of a social choice opportunities, introduction of modern information technologies puts a problem of essential changes in an education system before science and practice. The increased requirements to quality of education in the conditions of its restructuring and integration into world educational space significantly change the level of social expectations in relation to productivity of all complex of pedagogical sciences.

In a solution of the problem of education quality improvement the great value is given to system of competent experts training.

Professional competence of the teacher acts as criterion of high school professional and pedagogical preparation today. Professional competence of the teacher – category dynamic, developing, determined by a concrete historical situation in the conditions of which professional activity is carried out.

Thus all researchers (Meirbekova G.P., Nyshanova S.T., Kerimbaeva B.T., Mukhamedzhanov B.K., Daribaev Z.E., Iskakova P.K. [1], Chown, A. [2], Sakenov, D. Zh. [3], Zhuina D.V. [4], Day, Ch. [5], Dornan, T., Carroll, C., Parboosingh, J. [6], Claire Kramsch [7], Gifford, S. [8], Kathleen A. Brown-Rice and Susan Furr [9], Larionov, V.V. [10], Lepper, M.R., Corpus, J.H., Iyengar, S.S. [11], Kristin Litster and Jillian Roberts [12], Ishanov, P., Bekmambetova, Z. [13], Sundburg, L. [14], Schantz, E.A. [15], Wesley, D.C. [16], Aviv Shachak, Sara Fine [17]) see the main complexity of teacher professional competence formation of the teacher that is process multilevel.

During research a number of contradictions was revealed:

– between variety of conceptual approaches to the considered problem and an insufficient readiness of teacher professional competence formation methodical conditions of real educational process;

– between an urgent need of teacher professional competence formation and lack of an evidence-based technique of its stage-by-stage development for educational process of higher education institution;

– between the available potential of pedagogical disciplines in teacher professional competence formation and insufficient real methodical practice of his realization.

Professional activity of the teacher is characterized by an insufficient readiness of the status and professional duties. Out of researchers-teachers sight and methodologists there was a problem of the methodical conditions promoting effective formation professional competences at students as future teachers. Theoretical bases of such type of preparation aren't developed, the methodical conditions providing efficiency of formation professional to competence at students aren't revealed. Analysis of works of Meirbekova G.P., Nyshanova S.T., Kerimbaeva B.T., Mukhamedzhanov B.K., Daribaev Z.E., Iskakova P.K. [1], Chown, A. [2], Sakenov, D. Zh. [3], Zhuina D.V. [4], Day, Ch. [5], Dornan, T., Carroll, C., Parboosingh, J. [6], Claire Kramsch [7], Gifford, S. [8], Kathleen A. Brown-Rice and Susan Furr [9], Larionov, V.V. [10], Lepper, M.R., Corpus, J.H., Iyengar, S.S. [11], Kristin Litster and Jillian Roberts [12], Ishanov, P., Bekmambetova, Z. [13], Sundburg, L. [14], Schantz, E.A. [15], Wesley, D.C. [16], Aviv Shachak, Sara Fine [17] etc. shows that students professional competence formation becomes one of the priority directions of modern education.

The analysis of scientific researches Meirbekova G.P., Nyshanova S.T., Kerimbaeva B.T., Mukhamedzhanov B.K., Daribaev Z.E., Iskakova P.K. [1], Chown, A. [2], Sakenov, D. Zh. [3], Zhuina D.V. [4], Day, Ch. [5], Dornan, T., Carroll, C., Parboosingh, J. [6], Claire

Kramsch [7], Gifford, S. [8], Kathleen A. Brown-Rice and Susan Furr [9], Larionov, V.V. [10], Lepper, M.R., Corpus, J.H., Iyengar, S.S. [11], Kristin Litster and Jillian Roberts [12], Ishanov, P., Bekmambetova, Z. [13], Sundburg, L. [14], Schantz, E.A. [15], Wesley, D.C. [16], Aviv Shachak, Sara Fine [17] shows that in higher educational institutions not the sufficient level of the evidence-based organization of educational process and the methodical conditions promoting formation of students professional competence though in this direction some development is available, but their results aren't generalized and not systematized. The allocated contradiction defines relevance of research of the problem consisting in justification of methodical conditions of formation professional competences at students.

Research objective: theoretical justification and practical realization of the methodical conditions providing formation professional to competence at students. Need of the professional competence formation at students which is a component of their professional readiness is quite obvious now, but groundlessness of methodical conditions of its formation in educational and educational process of pedagogical higher education institution demands specification of the concept content. Professional competence of students is the characteristic of the student personal qualities including professional competences, providing effective and expedient implementation of professional activity in various education, characterizing existence of organizing abilities, skills of the methodical analysis and forecasting of results of professional activity, knowledge of the most effective ways of its implementation.

2. Methods

Theoretical-methodological basis of research are the leading concepts of the personality development; theory of the content of education; modern theories and concepts of higher education; regulations on essence of complete pedagogical process; pedagogical researches about the nature of the teacher's work; researches on formation of the teacher's professionalism; researches on the teacher's professional competence formation; ideas of system, culturological, personal, activity, humanistic, axiological, ackmeological approaches; idea of subject activity of the personality in the course of her activity; development of technological approaches and variable technologies of education.

Research methods: for the solution of a goal were used: theoretical methods of research: studying and the analysis of philosophical, sociological, pedagogical and psychological literature on a research problem; conceptual terms framework; approaches of scientists to the studied problem; synthesis, comparison, generalization, content analysis; empirical methods of research: studying and synthesis of experience on higher education system teacher's professional competence formation; conversations with students, teachers, teachers; questioning, supervision; method of synthesis of independent

characteristics; studying of students creative activity products; methods of mathematical and statistical data processing; modeling, pedagogical experiment.

3. Main part

Professional competence of the teacher as an educational phenomenon is the leading characteristic of professionalism representing the integrative multilevel personal education based on positive motives of profession choice, set of the system knowledge, skills, practical experience, reflexive activity, dialogical culture which are expressed in theoretical and practical readiness and ability of the teacher to the effective solution of educational and educational tasks.

Professional competence of students is defined by the characteristic of personal qualities of the student, as future teacher, including professional competences, providing effective and expedient implementation of professional activity in various education, existence of organizing abilities, skills of the pedagogical analysis and forecasting of professional activity results, knowledge of the most effective ways of its implementation. Professional competence at students through the solution of the professional tasks making a basis of their professional activity is shown.

It is necessary to consider thus that professional competence – ability to performance of main types of professional activity and professional tasks in the conditions of an education organization. Therefore it is possible to include the following groups of competences in structure of professional competences: all-professional, special and specialized.

The maintenance of professional competences of scientific approaches light to definition of concept competence is formed under the influence of external and internal factors:

– social order of the territorial market of educational work;

– requirements of the state educational standard to qualification of the expert as base for which the standard and legal documents relating to administrative regulation act;

– requirements of employers to professional qualification regarding abilities of the graduate;

– making technologies (technological, methodical, organizational);

– activity of the teacher and student.

Each group of competences should be classified by formation levels which depend on the planned educational result, a type of the activity which is carried out within discipline (intuitive, stereotypic and reproductive, search and creative), training of students and their personal characteristics. Concepts of cognitive activity are the basis for each of levels: reproduction, understanding, application, analysis, synthesis, assessment.

Basic level of professional competences formation are the minimum indicator and a basis for a further increment and enrichment of professional competence. We will consider productive level the following step to which the student in development of professional competences – an average value comes. And as the high rate acts the creative level of professional competences formation.

Levels of professional competences formation are caused by criteria of activity. So criterion of a basic level are the reproductive activities for the set algorithm relying on understanding and reproduction of professional actions. Criterion of productive level – we will consider the partial and search activity assuming application of professional actions in the analysis of a professional task. For creative level as criterion search work acts, thus there is an assessment of the situation or a professional task and synthesis of possible options of professional actions.

The activity having reproductive character differ in that at its realization students use detailed instructions in which are specified: purpose of work, explanation (theory, main characteristics), means and methods of achievement of a goal, realization order.

The activity having partial and search character differ in that at its realization students don't use detailed instructions, they weren't given an order of necessary actions performance and demand from students of independent selection of means and methods of actions performance in instructive and reference books, etc.

The activity having search character are characterized by that students have to solve a problem, new to them, relying on the theoretical knowledge which is available for them.

Thus, achievement of result at basic, productive and creative level has to be provided due to understanding and acceptance by subjects of educational process the purposes of activity, requirements to the intermediate and end results.

Professional competence at students is complex, professional and their personal characteristic as future teachers, the readiness of students which is formed in the course of professional training, showing effectively to solve professional problems and including: the substantial block (knowledge of professional activity), the motivational block (existence of interest and requirement to carry out professional activity), the activity block (professional skills for the qualified performance of professional activity).

Methodical conditions of professional competence formation at students are:

– mastering in the course of subject and practical preparation the corresponding theoretical and methodical knowledge, practical skills necessary for implementation of professional activity;

– ensuring the maximum use of the theoretical, methodical and practical directions opportunities of professional training according to logic of the educational movement of students in the main forms of professional activity, innovative pedagogical technologies

in disciplines of subject preparation, when passing a pedagogical practical work, in the course of complex student teaching during formation of professional competence;

– substantial connection of active, innovative technologies of training in the course of formation professional competences at students;

– formation at students of the valuable relation to methodical mastering future profession.

Criteria and indicators of formation professional competences at students:

– informative (assimilation of knowledge, level of professional literacy, mastering complex of concepts, categories, laws); motivational (qualities and properties of the personality, tolerance, pedagogical readiness); practical (mastering the actions having a professional focus, existence of abilities of the rational organization of work, use of knowledge in non-standard situations, skills of design, the organization and implementation of professional activity.

Levels of formation professional competences at students:

– the intuitive level which is characterized by absence of special theoretical knowledge of features of pedagogical activity about ways of the solution of pedagogical tasks, inability to prove in non-standard pedagogical situations, banality of actions, misunderstanding of the teacher's professional competence role for his successful activity and professional formation and improvement;

– the stereotypic and reproductive level testifying to knowledge which allow to define an orientation of pedagogical activity, own strategy of behavior in various pedagogical situations and effective permission of pedagogical tasks;

– the search and creative level presented by strong knowledge, desire to solve various pedagogical problems and to enter spontaneously arising or offered pedagogical situations, the conscious relation to process of formation of professional competence of the teacher as intrinsic characteristic of his professionalism.

Thus, at design of methodical Model students' professional competence formation in the course of vocational training allocation of the following blocks is necessary:

I. Organizational and methodical block: definition of the purposes and ways of allocation of the professional actions demanding application professional competence, designing of tasks, development of a task performance assessment criteria, preparation of tutorials, the organization of students' methodical groups and distribution of tasks.

II. Motivational block: presentation of tasks.

III. Activity and methodical: design by students of a pedagogical task solution and representation of results, presentation, methodical assessment, examination of decisions.

IV. Criteria and indicators of formation professional competences at students.

V. Levels of formation professional competences at students.

VI. Methodical conditions of professional competence at students formation.

VII. Dynamic block: dynamics professional competence formation at students on the basis of realization of the laid-down methodical conditions reflects transition from intuitive, stereotypic and reproductive levels to search creatively level of formation of professional competence at students and assumes the system monitoring including the specified levels and the developed criteria.

VIII. Technological block: the basis students' professional competence formation technology of the student of educational process of higher education institution was made:

– educational technologies with an orientation on development of the personality's creative quality: integrative technologies, social and educational technologies, technologies student's subject social activity education;

– pedagogical technologies on the basis of humane and personal orientation of pedagogical process;

– technologies on the basis of activation and an intensification of students' activity (active methods of training): problem training (partial and search method, technology of educational research, research games), technologies of design training, interactive technologies (technology of carrying out discussions, debates);

– game technologies: pedagogical games, role-playing and business games;

– technologies of the individualized training: design method;

– technologies of integration in education: integrative forms of education (seminar practical work, lecture practical work, lecture dialogue).

Thus, the organization of students' professional competence formation process assumes development of methodical Model of student's professional competence formation of students reflecting necessary personal and professional qualities of the student. The methodical Model of formation professional competences at students represents the complete, interconnected process in which all making blocks and components are directed on achievement of an ultimate goal – formation of professional competence at students (fig. 1).

The explanation to figure 1. Methodical Model of professional competences formation at students:

I. Organizational and methodical block: definition of the purposes and ways of allocation of the professional actions demanding application professional competence, designing of tasks, of task performance assessment criteria development, preparation of tutorials, the organization of students' methodical groups and distribution of tasks.

II. Motivational block: presentation of tasks.

III. Activity and methodical: design by students of a pedagogical task solution and representation of results, presentation, methodical assessment, examination of decisions.

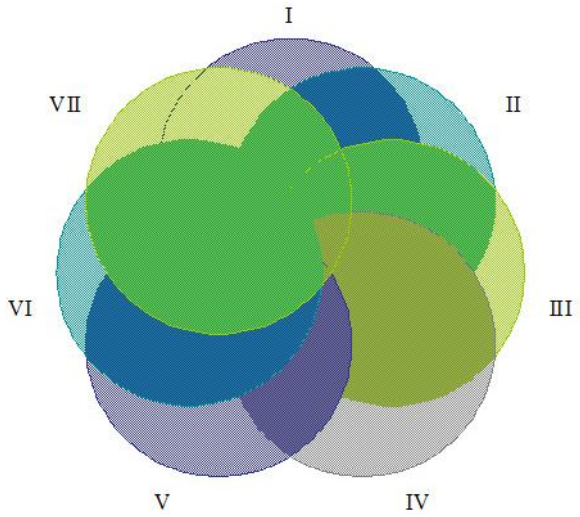

Figure 1. Methodical Model of professional competences formation at students

IV. Criteria and indicators of formation professional competences of students: informative (assimilation of knowledge, level of professional literacy, mastering complex of concepts, categories, laws); motivational (qualities and properties of the personality, tolerance, pedagogical readiness); practical (mastering the actions having a professional focus, existence of work rational organization abilities, use of knowledge in non-standard situations, skills of design, the organization and implementation of professional activity.

V. Levels of formation professional competences at students: the intuitive level which is characterized by absence of special theoretical knowledge of pedagogical activity features about ways of pedagogical tasks solution, inability to prove in non-standard pedagogical situations, banality of actions, misunderstanding of a role of teacher's professional competence for his successful activity and professional formation and improvement;

– the stereotypic and reproductive level testifying to knowledge which allow to define an orientation of pedagogical activity, own strategy of behavior in various pedagogical situations and effective permission of pedagogical tasks;

– the search and creative level presented by strong knowledge, desire to solve various pedagogical problems and to enter spontaneously arising or offered pedagogical situations, the conscious relation to process of teacher's professional competence formation as intrinsic characteristic of his professionalism.

VI. Methodical conditions of students' professional competence formation: mastering in the course of subject and practical preparation the corresponding theoretical

and methodical knowledge, practical skills necessary for implementation of professional activity;

– ensuring the maximum use of the theoretical, methodical and practical directions opportunities of professional training according to logic of the student' educational movement in the main forms of professional activity, innovative pedagogical technologies in disciplines of subject preparation, when passing a pedagogical practical work, in the course of complex student teaching during the professional competence formation;

– substantial connection of active, innovative technologies of training in the course of students' professional competences formation;

– formation at students of the valuable relation to methodical mastering future profession.

VII. Dynamic block: dynamics of students' professional competence formation on the basis of realization of the laid-down methodical conditions reflects transition from intuitive, stereotypic and reproductive levels to search creatively level of students' professional competence formation and assumes the system monitoring including the specified levels and the developed criteria.

VIII. Technological block: the basis of students' professional competence formation technology of higher education institution educational process was made:

– educational technologies with an orientation on development of the personality's creative quality: integrative technologies, social and educational technologies, technologies student's subject social activity education;

– pedagogical technologies on the basis of humane and personal orientation of pedagogical process;

– technologies on the basis of activation and an intensification of students' activity (active methods of training): problem training (partial and search method, technology of educational research, research games), technologies of design training, interactive technologies (technology of carrying out discussions, debates);

– game technologies: pedagogical games, role-playing and business games;

– technologies of the individualized training: design method;

– technologies of integration in education: integrative forms of education (seminar practical work, lecture practical work, lecture dialogue).

Pedagogical experiment consisted in realization of the developed methodical conditions of students' professional competence formation put in methodical Model of students' professional competences formation in the course of professional training and check of their efficiency. Dynamics of students' professional competence development of control and experimental groups for the entire period of training was traced. Research took place at faculties of higher education institution. Students of pedagogical specialties (75 students) took part in it.

The technology of students' professional competences formation level determination results which is carried out with use of the ball monitoring system allowed to reveal a wide tendency of students' professional competence formation level to what results of research in experimental and control groups before experiment in figure 2 testify. Diagnostics of students' professional competence formation levels.

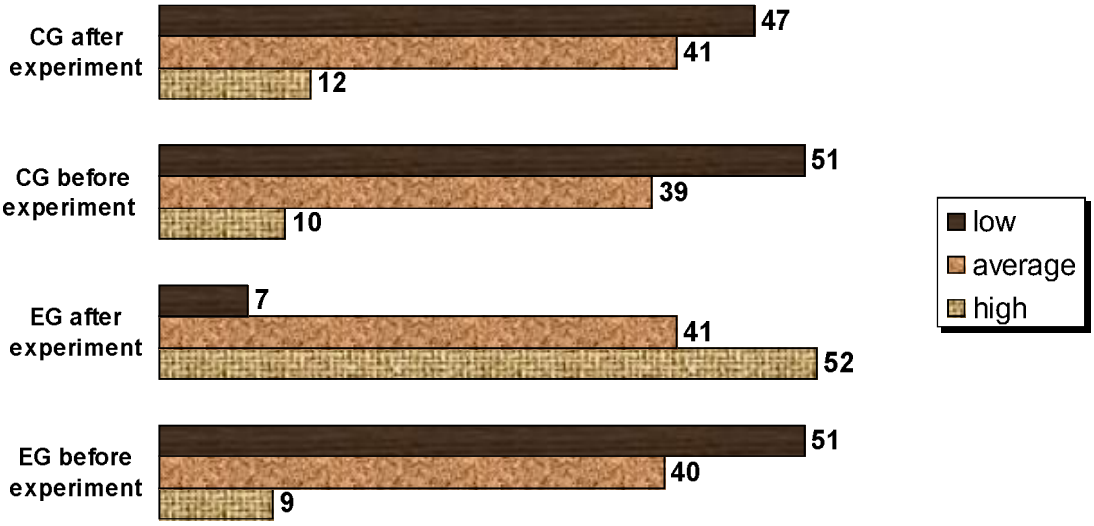

Figure 2. Diagnostics of students professional competence formation levels.

Thus, in experimental groups the number of students with the high level of professional competence formation after experiment increased by 43%, number of the students who reached the average level – for 1%, the number of the students having low level – decreased by 44%.

Results in control groups testify to increase in number of students with the high level of professional competence formation at 2%, average level – for 2%, reduction of formation low level by 4%.

The received indicators testify to high efficiency of the offered methodical Model of students' professional competences formation.

Thus, the conducted research proved what exactly realization of the allocated methodical conditions and application of the developed methodical Model of students' professional competences formation influenced change of experimental groups students' professional competences formation levels.

4. Conclusions and recommendations

The developed methodical model of students' professional competence formation is recommended for practical application in higher education institutions. Thus students' professional competence formation of educational process of higher education institution on the basis of the presented methodical model assumes the following staging: the first stage – an adaptation and reproductive, second stage – an active and activity, third stage – creative and converting. Methodological approaches (personal, activity, system, axiological, ackmeological, culturological) and the principles necessary for successful students' professional competence formation are the basis for the developed methodical model: principle of a humanization and democratization of educational process; principle of a social and valuable orientation of teacher's activity, interrelation of sociocultural and educational values, correlation of social and personal values; the principle of a continuity of professional education in modern sociocultural space; the principle of variability assuming creation of conditions for individual-based training; the principle of a support on the leading achievements of science and technology, integration of traditional and innovative values.

As a result of students' professional competence formation process studying of educational process of higher education institution we came to a conclusion about insufficient efficiency of traditional forms and methods of students' professional competence formation that is caused: frontal nature of pedagogical preparation; weak introduction of fundamental achievements of pedagogical science in real pedagogical process; insufficiently created scientific-theoretical base of competence-based education; lack of a consensus about essence and structure of teacher's professional competence; unsystematic character of teacher's professional competence formation and lack of all subject matters (especially pedagogical cycle) teachers' efforts coordination development the analyzed phenomenon. Skilled and experimental work on higher education institution educational process students' professional competence included three stages: stating, forming and control. The stating experiment made at the beginning of our skilled and experimental work including such methods of pedagogical research as supervision, questioning, conversation, studying and the analysis of students' activity products revealed the low level of students' professional competence formation higher education institution which is followed thus by awareness of need of students' professional competence formation and readiness professional pedagogically to self-improvement.

The used research methods including supervision, questioning, conversations the analysis of professional motivation allowed to reveal a number of the considerable shortcomings interfering effective formation of students' professional competence of higher education isttitution educational process. The specified shortcomings and difficulties are presented by the following groups: basic difficulties (are characterized by uncertainty

in themselves, lack of an initiative, a categoriality of judgments, rejection of other point of view, primary external motivation of professional activity); substantial difficulties (superficial ideas of teacher's professional competence essence, low level of the general culture, communicative culture); operational difficulties (low level of communicative abilities, inability to work with educational and scientific literature; difficulties when performing educational tasks); reflexive difficulties (lack of an objective self-assessment and reflection of own activity).

The established interrelation of forms and methods of future teachers training of the disciplines provided by the standard, with simultaneous formation of professional competence separate components can be recommended as means of increase of higher education institution pedagogical process efficiency.

Reasonable means of students' professional competence formation of pedagogical higher education institution can in the long term will change and will be added.

Reasonable criteria, indicators and levels of pedagogical higher education institution students' professional competence formation can define innovative development of the higher school.

During research methodical conditions of students' professional competence formation in the course of their professional training are proved.

The structure is developed, the contents, criteria and levels professional competences at students are defined.

Efficiency of the developed methodical Model of students' professional competence formation and methodical conditions of professional training put in it providing formation professional to competence at students is checked and proved.

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АВТОРЛАРҒА АРНАЛҒАН ЕРЕЖЕ

ПРАВИЛА ДЛЯ АВТОРОВ

1. Журналға педагогика ғылымдарының барлық салалары бойынша 2 данамен компьютерде терілген, бір жарым жоларалық жиілікпен беттің бір жағына барлық шетінен 3 см орын қалдырып басылған мақалалардың қолжазбалары және «OpenOffice.org 3.0 Writer үшін» мәтін редакторындағы толық материалдарының дискеті қабылданады (кегль –12 пункт, гарнитура – Times New Roman/KZ Times New Roman).

2. Мақалаға барлық авторлардың қолы қойылады. Аңдатпаны, әдебиеттерді, кестелер мен суреттерді қоса есептегенде қолжазбаның жалпы көлемі 8–10 беттен аспауы керек.

3. Ғылыми дәрежелері жоқ авторлардың мақалалары ғылым докторының не ғылым кандидатының пікірімен бірге берілуі керек.

4. Мақалалар төмендегі ерекше талаптарды қатаң сақтауды қажет етеді:

– ОӘК – ондық әмбебап кестесі бойынша;

– мақаланың аты: кегль – 14, гарнитура Times New Roman (орыс, ағылшын және неміс тілдеріндегі мәтін үшін), KZ Times New Roman (қазақ тілі үшін тақырыптың аты ерекше жазу арқылы, тақырып аты ортасында болуы керек;

– мақаланың атауы, автордың ата тегі, авторлар туралы мәлімет, мақаланың аңдатпасы және кілтті сөздер қазақ, орыс және ағылшын тілдерде беріледі;

– автор(лар)дың аты-жөн(дер)і, мекеменің толық аты: кегль – 12, гарнитура Arial (орыс ағылшын және неміс тілінде), KZ Arial (қазақша мәтіндерге), азат жол ортасында болуы керек;

– Аңдатпа: кегль – 12 пункт, гарнитура Times New Roman / KZ Times New Roman қазақ және ағылшын тілдерінде (ағылшынша және немісше мәтіндер үшін), орыс және ағылшын тілдерінде (қазақша мәтіндер үшін), қазақ және орыс тілдерінде (ағылшынша мәтіндер үшін);

– мақала мәтіні: кегль – 12 пункті, гарнитура Times New Roman (орысша, ағылшынша және немісше мәтіндер үшін), KZ Times New Roman (қазақша мәтіндер үшін), бір жарым жоларалық интервал;

– қолданылған әдебиеттер тізімі (сілтеме мен ескертулер қолжазбадағы нөмірлерімен және квадрат жақшада беріледі) әдебиеттер тізімі МемСТ 7.1–84 талаптарына сәйкес жасалуы керек.

Мысалы:

Әдебиеттер:

1. Автор. Мақаланың аты. // Журнал аты. Басылған жылы. Том (мысалы, 26-том) – нөмірі (мысалы, №3) – беттері (мысалы, 34-бет немесе 15–24 беттер).

2. Андреева С.А. Кітаптың аты. Басылған жылы (Мысалы, – М:) Баспа (мысалы, Ғылым) басылған жылы. Кітаптың жалпы бет саны (мысалы, 239 б.) немесе нақты беті (мысалы, 67-б.)

3. Петров И.И. Диссертация аты: пед. ғыл-ның канд. дисс. – М: Институттың аты, жылы. Бет саны.

4. C. Christopoulos, The transmission – Line Modelling (TMЬ) Metod, Piscataway, NJ: 1EEE Press, 1995.

Бөлек бетте автор жөнінде (қағазға басылған және электронды түрде) мәліметтер беріледі:

– аты-жөні толығымен, ғылыми дәрежесі мен ғылыми атағы, жұмыс орны, («Біздің авторларымыз» бөлімінде жариялау үшін) мақала тілінде терілуі керек;

– толық пошталық мекенжайлары, қызмет және үй телефондары, E-mail (редакцияның авторлармен байланыс жасауы үшін, жарияланбайды);

4. Иллюстрациялар. Суреттер мен сурет жазбалары бөлек беріледі және мақала мәтініне енгізілмейді. Әр суреттің артында оның нөмірі, аты, автордың тегі, мақаланың аты болуы керек.

Дискетте суреттер мен иллюстрациялардың TIF немесе JPG (jepeg форматында кемінде файл 600 dpi рұқсатымен беріледі (файлдар атаулары «1-сурет», «2-сурет», «3-сурет» және т.б.).

5. Математикалық формулалар MicrosoftWord Equation 3 немесе MathType формуласы сияқты (әр формула – бір объект) тіркелуі керек. Сілтемелері бар формулалар ғана нөмірленеді.

6. Автор мақалаға қатысты шектеулерді ескереді, сондай-ақ мақала мазмұны үшін жауап береді.

7. Редакция әдеби стильдік өңдеумен айналыспайды. Қолжазба мен дискеттер қайтарылмайды. Талапқа сай келмейтін мақалалар басуға жіберілмейді және авторға қайтарылады.

8. Материалдар, қолжазба және диск мына мекенжайға жіберілуі керек:

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АВТОРЛАРҒА АРНАЛҒАН ЕРЕЖЕ

ПРАВИЛА ДЛЯ АВТОРОВ

1. В журнал принимаются рукописи статей по всем направлениям педагогических наук в двух экземплярах, набранные на компьютере, напечатанные на одной стороне листа с полуторным межстрочным интервалом, с полями 3 см со всех сторон листа, и дискета со всеми материалами в текстовом редакторе «OpenOffice.org 3.0 Writer» (кегль – 12 пунктов, гарнитура – Times New Roman / KZ Times New Roman).

2. Статья подписывается всеми авторами. Общий объем рукописи, включая аннотацию, литературу, таблицы и рисунки, не должен превышать 8–10 страниц. Минимальный объем рукописи должен составлять 5–6 стр.

3. Статья должна сопровождаться рецензией доктора или кандидата наук для авторов, не имеющих ученой степени.

4. Статьи должны быть оформлены в строгом соответствии со следующими правилами:

– УДК по таблицам универсальной десятичной классификации;

– название статьи: кегль – 14 пунктов, гарнитура – Times New Roman Cyr (для русских, английских и немецких текстов), KZ Times New Roman (для казахских текстов), абзац центрованный;

– в сведениях об авторах следует указывать фамилию, имя, отчество полностью, полное название учреждения, кафедры, звание, должность: кегль – 12 пунктов, гарнитура – Arial (для русских, английских и немецких текстов), KZ Arial (для казахских текстов), абзац центрованный;

– аннотация статьи и ключевые слова: кегль – 12 пунктов, гарнитура – Times New Roman /KZ Times New Roman;

– название статьи, фамилия автора, сведения о нем, аннотация статьи и ключевые слова предоставляются на казахском, русском и английском языках;

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– таблицы и схемы должны сопровождаться названиями и нумерацией;

– литература в литературных источниках печатается по мере употребления в рукописи;

– изречения авторов должны сопровождаться сносками [1, 38], где 38 – страница, источник 1; количество сносок должно соответствовать количеству литературных источников;

– список использованной литературы (ссылки и примечания в рукописи обозначаются сквозной нумерацией и заключаются в квадратные скобки). Список литературы должен быть оформлен в соответствии с ГОСТ 7.1–84. Например:

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3. Петров И.И. Название диссертации: дис. канд. пед. наук. М.: Название института, год. Число страниц.

4. C.Christopoulos, The transmission Line Modelling (TML) Metod, Piscataway, NJ: IEEE Press, 1995.

На отдельной странице (в бумажном и электронном варианте) приводятся сведения об авторе:

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АВТОРЛАРҒА АРНАЛҒАН ЖАҢА ЕРЕЖЕ (SCOPUS ТАЛАБЫ БОЙЫНША)

НОВЫЕ ПРАВИЛА ДЛЯ АВТОРОВ (ПО ТРЕБОВАНИЯМ SCOPUS)

1. Объем статьи – не менее 3500–7000 слов.

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5. Структура статьи

Статья должна иметь следующую структуру:

Первая часть	*Обязательные части в следующем порядке:* • Титульный лист: Название, авторы и наименование организации • Аннотация • Введение
Центральная часть	*Следующие элементы могут быть переименованы и следовать в произвольном порядке:* • Материалы и методы • Результаты • Обсуждение • Заключение
Заключительная часть	*Обязательные части в следующем порядке:* • Благодарность • Список использованной литературы • Описание к графикам (если необходимо)
Дополнительно	• Описание к графикам/ диаграммам следует указывать в тексте под графиками. • Таблицы следует вставлять в текст сразу после упоминания о них. Ссылки, легенда и другой текст размещаются под таблицей. • Дополнительные материалы загружаются отдельными файлами.

Название

Укажите название целиком и **Короткое название.**

Название	Длина	Guidelines	Пример
Полное название	250 символов	Конкретное, четкое и понятное для неспециалистов	Impact of Cigarette Smoke Exposure on Innate Immunity: A Caenorhabditis elegans Model Solar Drinking Water Disinfection (SODIS) to Reduce Childhood Diarrhoea in Rural Bolivia: A Cluster-Randomized, Controlled Trial
Короткое название	50 символов	Коротко сформулируйте название	Cigarette Smoke Exposure and Innate Immunity SODIS and Childhood Diarrhoea

По возможности избегайте профессиональных аббревиатур.

Список авторов

Указываются все специалисты, принимавшие участие в исследовании и принимавшие участие в написании статьи.

Все, кто принимал участие, но не попадает под категорию «Автор», может упоминаться в разделе «Благодарности».

Имена авторов и контрибьютеров

На титульной странице укажите имена авторов в следующем порядке:

• Имя; • Отчество; • Фамилия.

Укажите название организации каждого из авторов (факультет, университет или др. организация), ее адрес (город, область, страна).

6. Аннотация:

Описание основной цели исследования;

Краткое описание методологии;

Обобщение наиболее важных результатов исследования и их значение;

Максимальный объем аннотации – 300 слов.

7. Введение:

Описать контекст Вашего исследования, чтобы помочь обычному читателю в этой области понять цель и значение изучения.

Определить проблему исследования, гипотезу и обосновать важность работы: на какие конкретно вопросы ваше исследование пытается дать ответ?

Включить краткий обзор ключевых источников (обязательно источники на различные типы работ, ссылки на первоисточники, использовать в том числе англоязычную литературу).

Обратить внимание на существующие споры или разногласия в изучаемой области. Бэкграунд статьи должен быть избирательным, нужно концентрироваться только на тех исследованиях, которые напрямую относятся к вашему исследованию (или повлияли на него).

Если у вас несколько тезисов от нескольких авторов, которые должны быть упомянуты, сделайте таблицу с указанием основных принципов каждой теории. Так читатель может пробежать ее взглядом, если эта часть не представляет для него интереса.

Нужно разделять обзор и анализ государственных стандартов и официальных документов и обзор литературы. Возможно, использование этих документов помогает ответить на вопросы, ко-

торые вас интересуют в работе (в таком случае эти вопросы нужно подчеркнуть), но обзор должен быть сконцентрирован на существующих идеях и теориях, от которых вы отталкиваетесь.

Введение завершается кратким изложением общей цели работы и комментарием о том, была ли достигнута эта цель.

8. В методологии/методы необходимо ответить на следующие вопросы:

1) Как был выбран определенный инструментарий, как было организовано исследование?

2) Почему выбран определенный метод, как определялся объект исследования?

3) Пошагово опишите порядок процедуры.

4) Какие изменения в оригинальном методе (если таковые имеются) было необходимо сделать в вашем исследовании? Почему эта адаптация была необходима?

Главное требование к секции методология – методология должна настолько подробно описывать исследование, чтобы другой исследователь, ознакомившись с разделом, смог повторить опыт/действия.

9. В разделе «Результаты»:

Необходимо ответить на вопрос: что именно вы выяснили из результатов исследования?

Рекомендуется представить результаты в таблице и дать к ней пояснения. Таблица должна быть понятна с первого взгляда, так как многие читатели знакомятся с секцией результатов, пропуская методологию: если результаты не кажутся интересными, зачем выяснять, как они были получены.

10. Обсуждение

В разделе «Обсуждение» сфокусируйтесь на вопросе: какие выводы из результатов не кажутся очевидными?

В «Обсуждении» всегда следует концентрироваться на интерпретации результатов и их применениях.

Здесь же можно описать возможные направления дальнейших исследований и границы исследования. Но не нужно делать эти пункты (про дальнейшие исследования и про границы применения результатов исследования) центральными в обсуждении.

11. Заключение

В разделе описываются результаты исследования, их интерпретация и выводы. Авторы должны объяснить, как результаты связаны с основной выдвигаемой ими гипотезой, и дать краткое описание значимости выводов, в особенности по отношению к предыдущим исследованиям, а также важность для дальнейших исследований.

12. Сопроводительное письмо (не должно копировать аннотацию!)

Для сопроводительного письма нужно кратко дать информацию по следующим пунктам:

– подвести итог, почему данная работа является ценным дополнением к уже существующей научной литературе в Вашей сфере;

– описать то, как Ваше исследование относится к ранее опубликованным работам (на каких исследованиях основывается/с кем Вы, возможно, ведете полемику);

– указать тип статьи, которую Вы направляете (например, научно-исследовательская статья, систематический обзор, мета-анализ, клинические испытания);

– подтвердить, что статья не опубликована и не находится на рассмотрении в каком-либо другом издании.

Требования к качеству английского языка

Одним из важнейших факторов, влияющих на результат рецензирования, является качество языка статьи. Язык написания статьи должен соответствовать стандартам академического письма. Чаще всего требуется оксфордский английский.

Обращаем Ваше внимание на то, что перевод статьи профессиональным переводчиком не исключает необходимости вычитки статьи носителем языка. Переводчик может обеспечить хороший уровень языка без грамматических и терминологических ошибок (второе – при активном содействии автора и предоставлении им глоссария). Вычитка носителем языка, разбирающимся в Вашей тематике, позволит сделать текст доступным для восприятия широкой аудитории читателей, избежать стилистических ошибок, перегруженных предложений и так называемого «русского английского».

Для редактора важно, чтобы статья была написана понятным языком, чтобы читатели не отвлекались от содержания статьи на все то, что затрудняет восприятие информации: грамматические, стилистические ошибки, нетипичные конструкции предложений и так далее.

Кроме того, качество языка статьи сможет косвенно повлиять на увеличение количества ссылок на опубликованную статью*.

* Использована инструкция ASPIRANS.COM

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