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I КІТАП

АЛТЫНСАРИНСКИЕ ЧТЕНИЯ

МАТЕРИАЛЫ
МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ КОНФЕРЕНЦИИ «НЕПРЕРЫВНОСТЬ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ – ЗАЛОГ УСПЕШНОСТИ СОВРЕМЕННЫХ ПЕДАГОГОВ»

I КНИГА

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FEATURES OF THE DEVELOPMENT OF THE REFLEXIVE POSITION OF STUDENTS IN THE CONDITIONS OF DISTANCE EDUCATION

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Аннотация
Мақалада қашықтықтан білім беру жағдайында оқушылардың рефлексивті позициясын дамытудың өзекті тенденциясы сипатталған. Пандемия кезіндегі кері байланыстың маңызды рөлі туралы айты-лады. Мақсаты: қашықтықтан білім беру жағдайында оқушылардың рефлексиялық жағдайын зерттеу
Түйінді сөздер: қашықтықтан оқыту, рефлексивті позиция, кері байланыс, мотивация, эмоционалды күй

Аннотация
В статье описывается актуальная тенденция развитию рефлексивной позиции учащихся в условиях дистанционного образования. Рассказывается о значимой рои обратной связи в условиях пандемии. Цель: изучить рефлексивную позицию учащихся в условиях дистанционного образования
Ключевые слова: дистанционное обучение, рефлексивная позиция, обратная связь, мотивация, эмоциональное состояние

Annotation
The article describes the current trend in the development of the reflexive position of students in the context of distance education. The article describes the significant role of feedback in the context of a pandemic. Purpose: to study the reflexive position of students in the context of distance education
Keywords: distance learning, reflexive attitude, feedback, motivation, emotional state

The COVID-19 pandemic has shaken up the lives of children. Faced with quarantine, school closures and social distancing, many of them have lost the everyday experience that usually shapes their self-esteem - a sense of self-worth as a person.

The COVID-19 pandemic has led to the largest disruption in the functioning of education systems in history, affecting almost 1.6 billion students in more than 190 countries and on all continents. The closure of schools and other educational institutions affected 94 percent of the global student population, and in low-income and lower-middle-income countries, this figure is 99 percent. If we talk only about the economic consequences of the pandemic, then about 23.8 million more children and young people (from preschoolers to university students) may drop out of school next year or find themselves without access to education. Moreover, the disruption of the educational process has and will have serious consequences beyond the educational system. [1]

At the beginning of the COVID-19 pandemic, classes were promptly switched to online, which confused teachers and negatively affected student academic performance.

The schedule included online classes in synchronous and asynchronous modes with tasks that students could complete at home at a convenient time for them. The classes were carefully planned taking into account such aspects as the optimal time of the session, which does not coincide with the classes of brothers and sisters, and the availability of the necessary devices. Teachers who are well acquainted with modern technologies served as technical mentors, helping their colleagues overcome the difficulties associated with working online. [2]

For middle and high school teachers on teaching children during the COVID-19 period were provided: a selection of 10 practical training tips for middle school teachers, 50 offline and online resources as kundelik.kz, Online-Mekter, Etutorium LMS, Moodle, Edupage, etc., dedicated to teaching schoolchildren

and ensuring psychosocial well-being, as well as 12 recommendations for developing programs to improve secondary education during COVID-19. [2]

But in addition to technical equipment, teachers faced with a problem of motivational activity, the reflexive position of students.

In recent years, the concept of reflection, thanks to active research in philosophy and psychology, has become increasingly used in pedagogy. The works of T.V.Belozertseva, L.P.Berestovskaya and A.M.Berestovsky, V.V.Avydov, V.A.Dalinger, S.I.Zair-Bek, A.3.Zak, A.V.Zakharova and M.E.Botsmanovo, V.V.Kotenko, S.V.Krivykh, I.Ya.Lerner, P.V.Novikov, V.P.Radchenko, G.I.Skvortsovo, V.I.Slobodchikov and G.A.Zukerman are devoted to the research of the problem of reflection in the educational process, G.D.Tonkikh, D.B.Elkonin, I.S.Yakimanskaya and others.

Based on the research of V.V.Davydov, the following can be given as one of the definitions of a student's reflection. Student's reflection is an analysis of the ways and results of their own activities in the construction and resolution of a problem situation. [3]

S.V.Krivykh, I.Ya.Lerner, T.I.Shamova and others were engaged in the study of reflexive skills. By reflexive skills , the authors understand:

- the ability to enter into a reflexive position in the process of cognitive activity (constantly answering questions to yourself: «What am I doing?», «How am I doing this?», «Why am I doing this?»);
- the ability to fix the «knowledge of ignorance» (to see in the obvious - the non-obvious, in the familiar - the unusual, in the known - the unknown, in the understandable - the incomprehensible);
- the ability to find the cause of the difficulty, its essence and formation;
- the ability to turn to your own experience (and not just an external source of knowledge), to search for and construct a hypothesis;
- the ability to identify the foundations, motives of their actions;
- the ability to apply to the «cultural layer» with insufficient categorical support (mastering the widest possible categorical apparatus);
- the ability to find ways out of difficulties with the correction (design) of the method of action to overcome this difficulty;
- ability to implement an alternative approach, to take different reflexive positions;
- the ability to change the ways and direction of self-organization of their activities in accordance with the requirements of the situation. [4]

Distance learning is a new form of organization of the educational process based on the principle of independent learning. Immersion in the educational process for a student becomes a real problem due to the lack of live and competitive communication with peers and lack of experience in self-planning the lesson mode. The student loses motivation to continue learning, which is facilitated by the specific conditions of online learning. One of the most pressing problems of distance learning is proper motivation. [5]

Motivation is the only thing to support the student's desire to overcome various difficulties that arise in the learning process, a feeling of fatigue and boredom, and as a result experience a sense of success. Without sustained motivation, distance learning loses its meaning. [5]

Accordingly, it is necessary to use methods of supporting and working capacity of the child in distance learning:

1. Spend lessons on the type of conference. Involve students in collective activities by organizing work in groups, collective search for solutions of problems, using the «trial and error method», helping students to help each other.
2. Set clear and understandable goals that the child needs to achieve. Determine the deadlines for the completion of the work and its delivery.
3. Think over the presentation of the material. The material should be understandable and accessible. Use interesting short videos, self-test apps, animations that add dynamics and interactivity.
4. Dose the educational load, avoid overwork of students.
5. Give students the freedom of choice. Ask the student to choose tasks according to the level of difficulty, according to the ways of doing the work, according to the choice of the number of tasks.
6. Think over a system of bonuses for timely delivery of work.
7. Quality feedback. Written and oral online communication. Summarize your work in group chats.
8. Friendly and positive atmosphere during remote interaction with students. Avoid criticism, reproaches and punishments.
9. Create a success situation. We implement an individual approach to evaluating the work of students. [4]

We believe that the main role in distance learning is played by the motivation of conscious actions. When a student does work to gain knowledge: to become smarter, broaden his horizons, rise in personal development. It is difficult for a student to motivate himself, so the teacher's task is to help him increase motivation.

The main thing in any educational process is to maintain interest in the subject being studied. The teacher needs to make the material as accessible, interesting, visual and stimulating as possible to expand knowledge. encourage the child to create, search, explore. [5]

Any positive dynamics should be notetd, even minimal, because it contributes to the growth of the student's confidence in their abilities. Focusing on the inner satisfaction of the student from a successfully completed task is the basis for increasing motivation.[6]

The consequences of the pandemic and the related restrictive measures as a result affected the emotional state of adolescents. It is clear that a long period of distance learning has not passed without a trace. At first glance, it seemed that it was just long holidays, but no. How is the situation now:

– Violation of the usual study regime. The start and end times of classes have shifted. Many teenagers are released earlier than usual and left to themselves for a long time. Conflicts with relatives are getting worse, and the time spent on gadgets is increasing.

– Absence of breaks and additional classes. The inability to throw out energy and relieve tension. As a consequence – aggressive behavior, risky behavior.

– Staying in the same classroom space for a long time. Sometimes - several classes are engaged together with one room. Irritability and impulsivity are characteristics of this age, multiplied by limited motor activity. As a result, the aggravation of interpersonal conflicts, school bullying, aggression. Suicide attempts among teenagers are actively covered in the media. One of the recent cases was at school during the break. [7] [8]

But what can motivate students to study?

Meaningful feedback is an important part of any learning environment. This allows students to track their progress, adjust the results if necessary, while ensuring the achievement of goals. Feedback is also a valuable tool for teachers, as discussions with students help to evaluate the effectiveness of course materials, improve them and organize the learning process competently.

With offline learning, teachers can communicate directly and personally with students in real time. This is both verbal expression and non-verbal manifestations (friendly look, smile, approving nods of the head, etc.).

In the context of distance learning, when students independently complete modules, complete tasks without leaving home, it is much more difficult to provide meaningful feedback. And its value, on the contrary, increases.[7]

Benefits of feedback for students

Meaningful feedback is an important component of student motivation. [3]

– When students feel that the teacher is really interested in making the course as interesting, structured and useful as possible, they show a higher level of involvement in learning.

– Providing effective feedback helps students to use online materials as efficiently as possible and significantly affects the results of academic performance.

– Feedback allows the student to assess their progress and identify potential areas of self-development. This contributes to the development of reflection, improves the assimilation of knowledge and develops skills of constructive communication with teachers and other students, helps them feel their connection with the study group. [7]

The problem of motivation of students inevitably arises in the process of distance learning. The solution to this problem requires the creation of conditions, the use of methods that support students' interest in distance learning. It is necessary to adapt the existing mechanisms for stimulating motivation to the distance learning system. [5]

Mitigating the impact of the pandemic on education will require commitment and ongoing monitoring at the highest levels of Government. Enhanced performance monitoring, evaluation, mentoring, and accountability can help schools and teachers achieve results.

The Secondary Education Modernization Project, implemented with the support of the Government, pays special attention to improving quality and equality, especially among vulnerable schools. The initial structure of the project was aimed at improving the quality and equality in primary and secondary education, especially among rural and vulnerable schools.

Currently, the Government of Kazakhstan is looking for ways to adapt the project in order to solve the specific problems of educational equality that have arisen as a result of the COVID-19 crisis

In particular, Kazakhstan will need to solve the problem of the growing learning gap, which has worsened due to the closure of schools during the pandemic. The recovery program in terms of training should include an in-depth assessment of this gap, as well as accelerated teacher training, increased enrollment of students in need of support, the implementation of an intensive additional training program and continuous monitoring of the learning recovery process.

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АХМЕТ БАЙТҰРСЫНҰЛЫ – ҰЛТ ҰСТАЗЫ

Нұрмағамбетова Асылша Қуанышбайқызы,
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Қарасу ауданы

Аннотация
Өзектілігі және мақсаты Ахмет Байтұрсынұлы – қазақ тілі мен әдебиетінде орны бар біртуар ақын, мысалшы, қазақ тілінің реформаторы, демократтық поэзияның негізін қалаушы, аса көрнекті қоғам және мемлекеттік қайраткері.
Түйінді сөздер: педагогика, сауат ашу,ана тілі.

Аннотация
Актуальность и цель Ахмет Байтурсынулы-выдающийся общественный и государственный деятель, писатель, реформатор казахского языка, основатель демократической поэзии.
Ключевые слова: педагогика, грамотность, родной язык.

Abstract
Relevance Goal Akhmet Baitursynuly is an outstanding poet, example, reformer of the Kazakh language, founder of Democratic poetry, an outstanding public and statesman who has a place in the Kazakh language and literature.
Keywords: pedagogy, literacy, native language.

ХХ ғасырдың басында қазақ халқы аса ірі қоғамдық- саяси өзгерістермен қатар, ауқымды рухани жаңғыруларды да бастан өткерді. Ұлттық мәдениет пен әдебиеттің, білім мен ғылымның туын көтерген, халық санасына демократиялық ойлар сіңіріп, алға жетелеуге ұмтылған зиялы топ қалыптасты. Ел зердесіне сәуле түсіріп, санасын оятқан осы топтың рухани көсемі – Ахмет Байтұрсынұлы еді. Ол қазақ әдебиеті теориясының негізін қалап, тіл білімінің атасы атанды. Шоқан, Ыбырай, Абайлардың ағартушы-демократтық бағыттарын жалғастыра білді.

Бұдан бұрын:
Ызыңдап ұшқан мынау біздің маса,
Сап – сары аяқтары ұзын маса.
...Үстінде ұйықтағанның айнала ұшып,
Қаққы жеп қанаттары бұзылғанша,
Ұйқысын аз да болса бөлмес пе екен,
Қоймастан құлағына ызыңдаса? –деп, қалың ұйқыдағы халқын ояту ниетімен маса болып ызыңдап, өлеңмен түртпектеген А. Байтұрсынұлы енді сол кезде шығып тұрған газет-журналдар арқылы оқыту мәселесін көтереді. Ұлы ағартушы өз халқының озық елдермен терезесін тең қылу үшін оқу мәселесін жақсартуға көңіл бөліп, «...әуелі біз елді түзеуді бала оқыту ісін түзеуден бастауымыз керек» деген тұжырымға келеді.

Ахаң оқыту мәселесін жолға қойып, жас өскіннің санасына сәуле құйып осы арқылы халқының сана сезімін сол заманның өркениетіне сай ілгері жылжыту үшін алдымен мәселенің түп төркініне көз жібере білді. «Оқу жұмысының үш жағы үш нәрсеге тіреледі, бірі ақшаға, бірі құралға, бірі мұғалімге. Осы үш тіреуі бірдей тең болса, оқу қисаңдамай, ауытқымай, түзу жүреді. Ол үшеуі тең болмағандығы оқу жұмысы аумалы жүк сияқты, орнықсыз. Жүгі ауған көштің жүрісі өнбейді. Орнықты оқу болмай қалт-құлт етіп оқытқан оқу білім үйретіп жарытпайды», - дейді ол «Оқыту жайынан» мақаласында. [1]

А.Байтұрсынұлы Қазақстандағы қоғамдық-әлеуметтік жағдайларға өзіндік үн қосып, ықпалын тигізді. Халық ағарту комиссары болып тұрған кезінде ол мемлекетті басқару жүйесін жергіліктендіру,оның жұмысын жергілікті ұлт өкіметінің ана тіліне аудару, ұлттық мектепті жандандыру, төл оқулықтарды дүниеге келтіру, ұлттық кадр санын көбейту, олардың сапасын арттыру,тіл тазалығын сақтау, қазақ халқының бүкіл дүниежүзілік білімді меңгеруін, денсаулық сақтау, әлеуметтік қам-