СҰЛТАНҒАЗИН ОҚУЛАРЫ

«ҚАЗІРГІ БІЛІМ БЕРУДІ ДАМЫТУДЫҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ»
ХАЛЫҚАРАЛЫҚ
ҒЫЛЫМИ-ПРАКТИКАЛЫҚ
КОНФЕРЕНЦИЯ

МАТЕРИАЛДАРЫ

СУЛТАНГАЗИНСКИЕ ЧТЕНИЯ

МАТЕРИАЛЫ
МЕЖДУНАРОДНОЙ
НАУЧНО-ПРАКТИЧЕСКОЙ
КОНФЕРЕНЦИИ
«АКТУАЛЬНЫЕ ВОПРОСЫ
РАЗВИТИЯ СОВРЕМЕННОГО
ОБРАЗОВАНИЯ»

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«Сұлтанғазин оқулары-2023» халықаралық ғылыми-тәжірибелік конференциясының «Заманауи білім беруді дамытудың өзекті мәселелері» жинағында жаратылыстану-ғылыми білім берудің мәселелері мен болашағына арналған ғылыми мақалалар жинақталған, жалпы және кәсіптік білім берудің психологиялық-педагогикалық аспектілері қарастырылған, педагогикалық білім берудің ақпараттандыру және дамытудың қазіргі тенденциялары мен технологиялары мәселелері қозғалады.

Осы жинақтың материалдары ғалымдар мен жоғары оқу орындарының оқытушыларына, магистранттар мен студенттерге пайдалы болуы мүмкін.

В сборнике Международной научно-практической конференции «Султангазинские чтения-2023» «Актуальные вопросы развития современного образования»: представлены научные статьи по проблемам и перспективам естественно-научного образования, рассматриваются психолого-педагогические аспекты общего и профессионального образования, затронуты вопросы информатизации и современных тенденций и технологий развития педагогического образования.

Материалы данного сборника могут быть интересны ученым, преподавателям высших учебных заведений, магистрантам и студентам.

1) осуществление различных видов деятельности обучающихся;

2) организация взаимодействия обучающихся через групповую работу;

3) использование рефлексивных методик для совершенствования навыков взаимодействия.

С учетом этих условий программа была разделена на 4 блока: мотивационный, деятельностный, когнитивный, рефлексивный.

Первый (мотивационный блок) предполагает усиление интереса, желания и готовности к общению в процессе образовательной, практической и культурно – досуговой деятельности. Включает в себя 8 занятий.

Второй (деятельностный блок) проявление коммуникативных способностей в различных коммуникативных ситуациях общения, овладение правилами межсубъектного взаимодействия и знание различных способов наблюдения, получения информации, использование информационно-коммуникационных технологий. Включает в себя 5 занятий.

Третьи (когнитивный блок) предполагает формирование у будущих педагогов знания различных норм и правил поведения в процессе группового общения, способностей выделять целевые установки речи, а также особенности передачи информации как устно, так и письменно в различных коммуникативных ситуациях. Включает в себя 6 занятий.

Четвертый (рефлексивный блок) предполагает совершенствование навыков через рефлексию. Включает в себя 4 занятия.

Таким образом, предложенный проект программы «Развития компетенций педагогического общения» для будущих педагогов отражает потребность выпускников педагогических ВУЗов в специфических знаниях и умениях, составляющих коммуникативную компетентность. Можно отметить следующие положительные стороны: участники программы ответственно выполняли каждые упражнения, задавали нужные вопросы, некоторые давали правильные и грамотные ответы на эти вопросы. При обращении друг к другу студенты старались выбирать нужные слова, использовали только положительные фразы. Они выполняли упражнения качественно, при этом поддерживали дух команды. На последних занятиях больше половины участников активно высказывали свое мнение, атмосфера в группе была позитивная, продуктивная. Наполнение содержания уроков различными видами деятельности, организация групповой работы, использование рефлексивных методик способствовали формированию положительной мотивации к общению между студентами-практикантами и учениками в процессе практики в школе, раскрытию их творческого потенциала, сознанию будущими педагогами важности педагогического общения, как основополагающей компетенции в профессиональной деятельности учителя.

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EXPLORING THE IMPORTANCE OF DEVELOPING READING SKILL IN THE MODERN ENGLISH CLASSROOMS

Zhantleyeva Madina, Master's student of Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan , E-mail: zhanmadinat@mail.ru

Аңдатпа

Барлық деңгейлерде ағылшын тілін оқыту процесінің маңызды компоненттерінің бірі оқушылардың оқу дағдыларын қалыптастыру болып табылады. Оқу-бұл оқушылардың коммуникативті және танымдық іс-әрекетінің маңызды аспектілерінің бірі, ол сыни ойлау құралдарын қолдана отырып, жазбаша мәтіннен ақпарат алудан тұрады. Лингвистиканың қазіргі даму кезеңі үшін ағылшын тілі сабақтарында оқу дағдыларын қалыптастыру және жетілдіру туралы жеткілікті кең теориялық материал бар ' және оны көптеген зерттеушілер талқылады және қарады. Оқыту қарым-қатынас нысаны ретінде анықталады, адамдардың сөйлеу қызметі саласына жатады, жанама сөйлеу телекоммуникациясы түрінде жүзеге асырылады. Оқу қарым-қатынастың жазбаша түрін де анықтайды. Аралық және бағытталған байланыс процесі. Жазбаша мәтіннен ақпарат алу. Оқуды

үйрену кезінде есте сақтау керек екі нәрсе бар. Оның құрамдас бөліктері оқу әдістері және оқуды түсіну болып табылады. Жұмыста осы екі аспектінің өзара байланысы мен өзара тәуелділігі қарастырылады, бұл осы жан-жақты мақсатқа жетуге ықпал етеді. Сөйлеу түрі, әсіресе жазбаша тілді түсіну және оған деген көзқарас.

Түйін сөздер: оқыту, ауызша қызмет түрі," техникалық " аспект, ауызша қарым-қатынас, оқуды түсіну, шет тіліндегі коммуникативтік дағдылар.

Аннотация

Одним из наиболее важных компонентов процесса преподавания английского языка на всех уровнях является формирование у учащихся навыков чтения. Чтение - один из важнейших аспектов коммуникативной и познавательной деятельности учащихся, который заключается в получении информации из письменного зафиксированного текста с использованием инструментов критического мышления. Для современного этапа развития лингвистики существует достаточно обширный теоретический материал о том, как формировать и совершенствовать навыки чтения на уроках английского языка, так как эта исследовалась и обсуждалась многими учеными. Обучение определяется как форма общения, относящаяся к сфере речевой деятельности людей, реализуется в форме косвенных речевых телекоммуникаций. Чтение также определяет письменную форму общения. Оно является промежуточным и направленным на коммуникационный процесс, благодаря иззвлечению информации из письменного текста. Есть два фактора, которые следует иметь в виду, когда учишься читать. Первый – методы чтения и понимания прочитанного. Второй – взаимосвязь и взаимозависимость этих двух аспектов, которые способствуют достижению этой всеобъемлющей цели.

Ключевые слова: обучение, тип устной деятельности, "технический" аспект, вербальная коммуникация, понимание прочитанного, коммуникативные навыки на иностранном языке.

Abstract

One of the most important components of the process of teaching English language at all levels is building learners' reading competence. Reading is one of the most important aspects of communicative and cognitive activity of students that is reached information from a written fixed text by using critical thinking instruments. For the current stage of development of linguistics there is sufficiently extensive theoretical material on how to form and improve readers' skills in an English classroom setting and it discussed and reviewed by many researchers. Training is defined as a form of communication, refers to the field of speech activity of people, is realized in the form of indirect speech telecommunications. Reading also determines the written form of communication. Intermediate and directed communication process. Extracting information from written text. There are two things to keep in mind when learning to read. Its components are reading methods and reading comprehension. The work addresses the interrelationship and interdependence of these two aspects that contribute to this overarching goal. The type of speech, especially the understanding of written speech and its relation to it.

Keywords: training, type of oral activity, "technical" aspect, verbal communication, reading comprehension, communication skills in a foreign language.

It is a well-known fact that children assimilate and comprehend different types of information depending on their own choices, tastes and interests being the main tool for motivating learning activities. At the same time, it is obligatory to consider students' personal preferences and psycho-physiological individualization to establish a good interconnection between their verbal communication actions and their real mental and emotional states. With the enrichment and expansion of vocabulary word-stock,visual supportbecomes required for majority of learners because it is absolutely challenging for them to perceive written and oral texts only by hearing. In particular children with perfect visual memory are more vulnerable than those with better auditive memory. That is what makes reading stand out, unique.

Reading is a fundamental and crucial forms of communication and demands high intellectual and reasonable action-process mechanism. The operation is designed to extract information from a stable non-changeble text. "Reading performs numerous functions: it operates as a practical command of a foreign language, helps students to join the achievements of mankind, meet with the traditions of other people (1, p. 80).Furthermore, it provides a lot of contributions to the formulation and improvement of various types of communication. The process of reading has an enormous influence on the growth of personality. Due to reading, the essential vocabulary of students is increased, grammatical skills are enriched. When teaching reading for very young learners, we have to teach him to pronounce graphemes, identify the main gist and details of a text, unitilize the information from the text for their own purposes in real life-situations. The more quickly the child reads, the better the given skills are. "With the help of different techniques of reading we understand both phonetics and orphography, including the relationship between the sound letter and the meaning of what the child reads" (2,p.23). Higher and strong reading competences allow children thoughtfully read the text, analyze it, find explicit and implicit information.

The main tasks to be carried out while learning English read the text aloud, read calmly, fully understand the simple texts containing unknown single words.

- Presentation of the main idea of the work (introductory reading);
- with detailed understanding of the stories (learning to read);
- finding the necessary, important information (searching and reading). Hartley (3, p.32) notes that the successful acquisition of reading skills you need to master the following skill groups:

1. Identification and selection of background information, development sequence of text, ability to draw conclusions on material reviewed;

2. Extracting accurate information from the text helps find facts, confirm or disprove assumptions made before the initial reading.

3. Identify the rough subject of the text, the kind of documentation provided.

There are a number of challenges associated with the development of literacy skills. There may be difficulties related to the practice of the reading methodology implying the grasping of a system of graphical signs which differ from Kazakh language, as well as in training the skills of its-alphabetic and alphabetic correlations. Written or fixed and printed code variations could be used to drill and train children as they are considered to be productive actions that contribute to the acquisition of a perceptive skill(4, p.55). Requires a lot of attention to work on reading technique aloud. It is important to let the younger children get down to the stage of full comprehension of sentences, defined expressions, entire sentences to deeper understand content (word-by-word reading hinders understanding of this content).

Depending on the psychological character, mistakers in reading might be singled out into a number of groups: errors of correspondence between sensory and motor processes; mistinterpretation, miscalculating reasoning (5, p.32). Correspondence errors between sensory and motor processes occur as a result of blurry vocal and motor processes and sensorial errors. The next group of mistakes are connected with the distinction of individual letters and in the perception of the word as a single unit. They are more common during the initial phase of training.

Purpose

The Purpose of the present study is to examine the views of students about the importance of developing reading skills in the language classrooms. Textbooks are a useful tool for learning. However, magazines, articles, newspapers and novels will give you a better understanding of English. When reading, you will learn various expressions, phrases in English. You will better understand the structure of the sentence. Before you read in a foreign language, remember that you have a dictionary. As a beginner, this dictionary may be bilingual. If your language level is pre-intermediate and intermediate, then you should acquire a unilingual dictionary. From this perspective, the following research questions have been studied:

Research questions

1. How do participants feel about the importance of reading skills development in classrooms?

2. Are there different perspectives from high school and university students on the importance of developing reading skills at language lessons?

Methodology

In general the topic is developed through quantitative research questions that predetermined the usage of the quantitative methods including a data collection method and questionnaire responses survey method. The data were collected in strict accordance with the exact objectives of the research task.

The survey method has become a key method of collecting information data, since it has always been recognized by many scientists as a universal method for obtaining social information, and the results of research using the survey method are not only convincing and informative in terms of content but also expressive and evidence-based.

However, despite all the advantages of the survey, the information obtained as a result of its conduct is not always sufficient to solve the problem. Therefore, it was decided to apply the method of content analysis of the theoretical literature available on the research topic. The content analysis was effective since a significant part of the information on the theoretical and practical principles of the application of the communicative technology of reading is contained in the scientific works of various authors. A complete understanding of their content made it possible to obtain information sufficient to solve the problem that has arisen or to deepen the analysis of the problem.

Research design

This study employed a quantitative research design in implementing a survey methodology. Data were converted to descriptive analysis. Quantitative research design and descriptive analysis.

Participants

In the questionnaire the number of participants that responded to the questions in the survey amounted to 32 people, 22 of them being female and 10 male, respectively. Among 32 participants there were 15 high school learners graded from 9-11 classes and 17 university students in the 1st and 2nd courses. For both high school learners and university students English language was designed an elective subject that contains course materials targeted at developing their four speech skills, including listening, reading, writing and speaking skills as well as improving their grammar and vocabulary appreciation.

Research instrument

The research instruments applied in the process of writing and investigating the topic have been aligned to the quantitative methodology. A questionnaire being an independent and well-structured quantitative method assisted in obtaining valid and reliable data for school and university learners. Free-Answer survey has been conducted to get a substantial feedback on the most effective teaching methods that can be used to develop high school and university students' communicative skills in reading.

About questionnaire

There was a questionnaire that aimed at getting statistical data on different types of requests created on the Google Workspace platform. It was created to get the findings about the pros and cons of moving to reading in order to manage mixed types of study and better and more productive. There were 12 multiple choice questions in the questionnaire that targeted at getting pluses and minuses of reading in English, specifically designed for both high schools learners and university students. The task of the participants was to express their opinions based on their experience by clicking on the proper button. Their range of opinion variants was agree, disagree, neutral, strongly agree or strongly disagree with the statements about some peculiarities of reading.

The degree of reliability and consistency of results obtained in the final statistics can be confirmed by the following requirements and conditions of the research conducted:

1. All participants were in equal conditions, since they were asked exactly the same questions and answers.

2. All participants were free to express their opinions. Participants could choose their answer from 5 possible answers.

3. The results of the survey were summed up with the help of special software by the functional statistical system IBM SPSS Statistics. This computer program for statistical data processing is intended for conducting applied research in the social sciences and in deriving objective research data.

Reliability Statistics

Cronbach's Alpha	N of Items
,791	13

Data analysis and procedure

According tho the purpose of the current research study, the descriptive statistics as well as inferential statistics were performed to the obtained data. Initially, internal reliability of the scale was computed to the data. The results Descriptive statistics were used for reply to the first research question. Further, independent samples t-test was computed to answer the second research question. Before performing inferential statisticstest of normality was computed to the data.

The purpose of test of Normality is to determine the distribution of the data and to decide whether to use parametric or nonparametric tests during the analysis. The results are given in table 1.

Table 1.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Questionnaire	Statistic	df	Sig.	Statistic	df	Sig.
Survey about reading in English	,182	32	,008	,938	32	,065

a. Lilliefors Significance Correction

Since the number of participants were 32, the results of Shapiro-Wilk test were taken into consideration. The results of the data indicated normal distribution according to the Shapiro-Wilk test (p=.065), therefore, it was decided to use parametric tests.

Findings

In order to reply the first research question descriptive statistics were performed to the data. The research question was aimed to examine the views of participants who were the secondary school students and university students regarding the importance of developing reading skills in the language classrooms. The results are presented in table 2.

Table 2. Descriptive statistics results

Questionnaire	N	Minimum	Maximum	Mean	Std. Deviation
Survey about reading in English	32	3,17	4,50	3,9349	,35211

The results of descriptive statiscs indicated that participants find developing reading skills as an important part of language learning (X=3.93; Std.dev=.352), since the highest score was considered 5 (totally disagree). The scores of the participants wereranged between 3.17 and 4.50.

The next research question was about the difference between views of school and university students on the importance of developing reading skills in the language cassrooms.

Independent sample t-test was performed to the data to get the reply to this research question. The results are given in table 3.

Questionnaire	Educational institution	N	Mean	Std. Deviation	t	p
Survey about reading in English	University students	15	3,9500	,35045	,224	,824
	Secondary school students	17	3,9216	,36380		

According to the results of the test presented in table 3,no statistically significant differences were found between university and school students regarding their views about the importance of developing reading skills in the language classrooms.

Discussion

It should be emphasized that while learning a foreign language, students learn not only the sound form of words, but also a new system of concepts underlying them.

In other words, the assimilation of a new language implies a transition to a new image of the world, necessary for mutual understanding and cooperation with speakers of another language and culture. Thus, in the modern methods of teaching English, it is necessary to select the most effective teaching methods for representatives of different ethnic groups, taking into account, if possible, both cultural and educational priorities, as well as the peculiarities of the mentality, national character and stereotypes behavior.

The context performs not only the function of establishing the exact meaning of the word, but also reveals the student's train of thought, leading to the correct decision(6, p.78). An important role in this process is played by the development of compensatory skills that are necessary for understanding educational texts. Thus, the use of context can only be successful in determining the meaning of new words as a result of an active thought process. Establishing the meaning in context requires certain efforts from foreign students, the ability to think logically, reason, and draw conclusions. When teaching foreign students a language guess, along with internal factors, it is advisable to consider external factors, namely, various types of context. Depending on the boundaries within which contextual features lie, the following types of context are distinguished: 1) at the level of a sentence or part of it; 2) at the paragraph level; 3) at the level of the entire text(7, p.98).

According to schema theory, text comprehension is an interactive process between the reader's background knowledge and the text itself(8, p.101). Moreover, prepared understanding includes the ability to correlate the material of the text in a foreign language with one's native language.

Reading is a perceptive language process, as well as a psycholinguistic process, in the sense that it begins with a surface linguistic representation encoded by the author of the text and ends with a meaning that the reader constructs. There is a significant interaction between language and thought. The writer encodes the thought in the language, and the reader deciphers the language and turns it into a thought. Reading has also been described as a "psycholinguistic guessing game" in which the reader makes guesses and then looks for confirmation or refutation of those guesses(9, p.69). It recreates the message that was encoded by the writer as a graphic image. K. Goodman believes that what happens "invisible to the eye" is as important as the text itself, he attaches importance to how the reader uses syntactic and semantic knowledge in the process of reading(10, p.137). He further expands on this to include ways of using background knowledge, knowledge of spoken and written structures and patterns to form understanding.

Conclusion

What occurs while learners are reading a course of study book or a newspaper on a topic that interests them? If learners is a fluent reader they almost certainly don't read words slowly or carefully words. They read with a goal and as their eyes skim over the page they take from it what they need. Teacher's task is to teach students to read like this in English. They can skim through pages on the website identifying

necessary information fast with high speedThe knowledge acquired by reading foreign texts will help learners move beyond the conversation. So, one of the most effective ways of learning English is through reading. The harder learners read, the better they understand native speakers. . As a result, they will develop their English reading skills and will be better at talking to outsiders. Reading leads learners to success. Once upon a time most of the learners will read quickly and efficiently enough in English to use the language as a medium of study at university level.

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ИГРОВЫЕ ТЕХНОЛОГИИ КАК СРЕДСТВО РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ У МЛАДШИХ ШКОЛЬНИКОВ

Жданова Елена, студент 4 курса, КРУ им. А. Байтурсынова, г.Костанай, Казахстан E-mail: Elena.zhdanova04@yandex.kz

Ли Елена Дмитриевна, кандидат педагогических наук, доцент КРУ им. А. Байтурсынова, г.Костанай, Казахстан

Аңдатпа

Сыни ойлауды дамыту-бұл арнайы әдістерді қолдана отырып жасауға болатын психикалық процесс, ол адамға ақпараттық технологиялар ғасырында толыққанды өмір сүру үшін қажет. Дамыған сыни ойлаудың арқасында кіші оқушы логикалық түрде қарым-қатынас орната алады, дұрыс шешім қабылдай алады және шешімге балама таба алады. Сыни тұрғыдан ойлау бастауыш сыныптарда сабақтарда ойын технологиясын қолдану арқылы жақсы дамиды.

Түйінді сөздер: сыни тұрғыдан ойлау, ойын технологиясы, Кіші мектеп оқушысы.

Аннотация

Развитие критического мышление – психический процесс, который можно выработать с помощью специальных методик, оно необходимо человеку для полноценной жизни в век информационных технологий. Благодаря развитому критическому мышлению младший школьник может логически выстраивать взаимосвязи, принимать верное решение и находить альтернативу решению. Критическое мышление развивается наилучшим способом через применение игровых технологий на уроках в начальный классах.

Ключевые слова: Критическое мышление, игровые технологии, младший школьник.

Abstract

The development of critical thinking is a mental process that can be developed with the help of special techniques, it is necessary for a person to live a full life in the age of information technology. Thanks to the developed critical thinking, the younger student can logically build relationships, make the right decision and find an alternative solution. Critical thinking develops in the best way through the use of gaming technologies in the classroom in elementary grades.

Keywords: Critical thinking, gaming technology, junior high school student.