

ОРМАНБЕКОВА, Д.О.

СҮЙЕЛДІ ҚАЙЫҢНЫҢ (BETULA PENDULA) БИОЛОГИЯЛЫҚ ЕРЕКШЕЛІКТЕРІ МЕН БЕЙІМДЕЛУ ҚАСИЕТТЕРІ ТЕМІР КЕНДІ ҮЙІНДІЛЕРДЕГІ ФИТОМЕЛИОРАНТ РЕТІНДЕ

Мақалада темір кенді үймелердегі Betula pendula-ның фитомелиорант ретіндегі биологиялық ерекшеліктері мен бейімделу қасиеттері анықталады. Сарбай темір кенді карьердің үймелерде өсетін Betula pendula басқа ағаштектес өсімдіктерге қарағанда токсиканттармен аз зақымданады және оның регенерация қабілеті жоғары болып келеді.

Кілт сөздер: табиғи ландшафттар, жапырақтың жүйкеленуі, мелиорация, өнеркәсіптік үйінділер, жерлерді қалпына келтіру.

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BIOLOGICAL PECULIARITIES AND ADAPTIVE PROPERTIES OF WARTY BIRCH (BETULA PENDULA) AS A PHYTOMELIORANT ON IRON ORE DUMPS

In the article are determined biological features and adaptive properties of beech Birch (Betula pendula) as phytomeliorant on iron piles. Birch (Betula pendula) warty compared to other woody plants exist on Sarbay sailings recently sent several iron ore quarry is less contamination and has high regenerative ability.

Key words: natural landscape, venetion of sheet, melioration, dump, industrial waste dumps, recultivation of lands.

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**INTEGRATED LESSON AS METHOD OF DEVELOPMENT
SPIRITUAL CULTURE OF PERSON**

Abstract

This article describes the features of the methodology of an integrated lesson as a way to develop the spiritual culture of students. The goal of this article is to analyze the theoretical aspects of integrated learning, an integrated lesson. This article is proposed to identify the possibilities of integration of educational disciplines – literature and language. The article gives a detailed analysis of the concept of integrated learning. Much attention is given to art as an important part of the spiritual culture of the individual. The text gives valuable information on the specific features of an integrated lesson as a method of development a person's spiritual culture. The author concludes that the study of literature and a foreign language in their integrative relations is important for the formation of spiritual values.

Key words: integrated learning, integrated lesson, spirituality, spiritual culture.

1 Introduction

The goal of the contemporary educational process is to create conditions for the development of the student's personality, to form certain general and professional competencies for successful professional activity. Teachers can general education disciplines and special disciplines, but both of them involve in the formation of professional competencies. Certain skills and knowledge may be identified within the framework of individual academic disciplines, but they are not important in the formation of students' professional competencies. Trends toward economic, political, cultural, and language integration prevail in the contemporary world. The fragmentation of disciplines becomes one of the reasons of fragmented worldview for the future specialist. The lack of interdisciplinary integration among academic disciplines creates serious difficulties in the formation of a

comprehensive world view among students. It is hampering the development of professional competencies. When we were considering the existing problems and analyzing the ways out of the situation, we paid attention to kind of educational activity as integrated lessons. Integrated lessons contribute to the formation of a comprehensive world view among students, an understanding of the links between phenomena in society and the world. Integrated lessons help to gain the ability to apply the knowledge of one discipline to the knowledge of another discipline. And furthermore, the integration of subjects allows us to ensure the formation of moral and spiritual culture of students, to form an understanding of the value of cultural phenomena.

2 Materials and Methods

First of all, let us enlarge upon the concept of integrated learning. In the view of B. Kedrov, the integrative approach is a complex method, the main features of which are holistic consideration, highlighting the main factor and grouping others around it [1, p. 141]. It is necessary to identify the highest degree of development and its correlations with lower levels, to reveal the relationship of the internal and external sides of the object. Thus, a comprehensive world view of phenomena of different nature has the primary role. The process of integration and interpenetration of various content components not only is important in an integrative approach to learning, but also the role of intensive teaching methods are in accordance with the specific conditions and goals of the educational institution. “Training that denies the division of knowledge in individual disciplines and is associated with a comprehensive world view. Integrated education involves the study of several languages of one region, when you are teaching foreign languages along with cultural, historical and political information. At the same time, one is not dealing with inter-subject relations, but about the merging of several disciplines, about the synthesis of science, art, and national culture” [2, p. 80]. The development and formation of knowledge about the world, the establishment of intra-subject and interdisciplinary connections in the process of mastering the fundamentals of science are the methodological basis of an integrated approach. The forms of integrated lessons are different: debates, conferences, seminars, travel lessons, excursions, literary courts, etc. Methods of teaching literature accumulated a great experience of studying and analyzing works in integration with other types of art. When we appeal to musical, pictorial, theatrical, cinematographic interpretations of works of art, it reveals the specifics of verbal art, leads students to understand the conditionality of the interpretation of the author's position, analyzes the literary-theoretical and aesthetic knowledge of students. Thus, the integrated teaching of literature and art contributes to the formation of a system of cultural knowledge, contributes to the discovery of the relationship and interdependence of cultural phenomena. M. Pak considers that an integrative approach is a methodological approach with a kind of the perspective of the educational process. It is based on the integration of content and teaching methods [3, p. 7]. Integrated training allows you not only to ensure the formation of philological and cultural knowledge, but also to improve teaching skills, to experiment with different disciplines, to show their connection and interaction. “Integrated lesson (binary, combined) is a special type of lesson, the interconnected material of two or several subjects is studied on this lesson; such lessons should be carried out in cases, where knowledge of some objects is necessary for understanding the essence of a process, a phenomenon of another subject” [4, p. 404]. An integrated lesson allows you to systematize and summarize the material on several topics, to show the possibility of applying the material in a non-standard situation at the lesson. A.A. Kharunzhev and E.V. Kharunzheva propose to build an integrated lesson should be provided as follows: then you develop an integrated lesson, the purpose of which is to form an information culture of a high school student, you should pay special attention to the process of obtaining knowledge. You should base it on searching, analyzing and creatively transforming information from different sources [5, p. 86]. Thus, the system knowledge of schoolchildren can be formed, then they are studying the interrelated material of related disciplines in various subject areas.

3, 4 Results and discussions

Let us enlarge upon the concept of spirituality. “Spirituality is a specific human quality that characterizes the motivation of activity and the meaning of human behavior. Spirituality is the pro-

duct and the fundamental basis of culture, the manifestation of the "human reality in the human." Its main features are unselfishness, freedom, emotionality, i.e., the qualities that elevate man over his own physiological needs" [6, p. 223]. Thus, spiritual values positively influence the formation of a person's character. Spirituality is brought up and formed not only in the course of studying disciplines that refer to the moral qualities of a person (literature, cultural studies, art), but also during the examination of studying other disciplines. Culture is a set of achievements of society in its material and spiritual development. It is used by society; it is being constituted cultural traditions [7, p. 182]. Thus, culture is shaped by a set of material and spiritual values that are important for the full development of a person as an individual.

"In view of the fact that a man, by nature, is a spiritual and material creature, he consumes material and spiritual artifacts. He creates artistic values, moral and aesthetic ideals, political, ideological and religious ideals, science and art for satisfaction of spiritual needs" [8, p. 51]. The term material culture refers to the subject-physical world associated with human activity (means of labor, housing, clothing, dishes, technical equipment), objects of spiritual culture are those qualities and phenomena that are related to consciousness, intellectual and emotional-psychological processes - language, customs and mores, beliefs, knowledge, art. Art is an important part of the spiritual culture of mankind, it is a form of cognition and reflection of reality. The need for artistic creativity or the enjoyment of works of art increases with the growth of culture implementation. Art becomes essential, if a person is separated from the animal state. When we perceive and comprehend a work of art, we do not just assimilate its content, but we skip this content through our own consciousness, emotions, and feelings. We give sensually and specific characters created an aesthetic evaluation. Art forms in us the ability to give such aesthetic evaluations, to distinguish between truly beautiful and sublime from sorts of low-grade papers.

The classes of literature are essential for the formation of civil, social, cultural, national values. They contribute to the harmonious development of the personality, the formation of the comprehensive world view; they summarize the cultural and historical experience of humanity. Literature class is a tool for familiarizing with spiritual culture. Literature is being studied inseparably from the historical events of a certain period, the cultural life of the era. Students receive knowledge of the features of art, music, theater and cinema. Literature classes ensure the development of outlook; contribute to the emergence of interest in the national and world cultural heritage. Literature classes have a cultural component; contribute to the development of aesthetic taste. Literary, musical, artistic works are sources of knowledge about the culture of the people; contribute to the formation of the cultural competence of students. Integrated learning makes it possible to produce a holistic picture of cultural phenomena.

It is necessary to develop the language skills of students and we are not forgetting the literary analysis. The analysis of a literary work should be carried out with the fact. Literature is part of the artistic activity and has the most essential features of art. The formation of speech skills and abilities, translation skills, the replenishment of students' vocabulary, the development of grammatical skills, should be carried out inseparably with the analysis of a literary work. It includes an analysis of themes, dimensions, plots, systems of characters. The search for effective interaction in a foreign language leads us to the need to use integrated lessons in practice. When we are focusing on the development of monologue and dialogical speech skills of students, we analyze the text of literary work. We consider important elements. They are themes, dimensions, plots, systems of characters. The use of preparatory and communicative exercises in practice allows us to successfully develop speaking skills and forms of the comprehensive world view.

5 Conclusions

The following conclusions may be drawn. The examination of literature and a foreign language in their integrative relations is important for the formation of the comprehensive world view, the development of personal identity, value orientations of students. Literature is an art form. It gives a set of knowledge about a person, his activities, his purpose and role in society, attitude towards the environment, thoughts and feelings, moral and aesthetic ideals. The person, his spiritual

and social essence is in the spotlight of Russian and Foreign literature. The examination of literature is one of the basic means of development self-consciousness, the comprehensive world view of a young person in different aspects – historical, aesthetic, spiritual, moral, and ethno-cultural.

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РЯДИНСКАЯ, А.И.

КІРІКТІРІЛГЕН САБАҚ ТҮЛҒАНЫҢ РУХАНИ МӘДЕНИЕТІН ДАМУ ЖОЛЫ РЕТІНДЕ

Бұл жұмыста білім алушылардың рухани мәдениетін дамыту тәсілі ретінде кіріктірілген сабақты өткізу әдістемесінің ерекшеліктері ашылады. Бұл мақаланың мақсаты – интеграцияланған оқытудың теориялық аспектілерін талдау және оқу пәндерінің – әдебиет пен тіл интеграциясының мүмкіндіктерін анықтау. Интеграцияланған оқыту ұғымы қарастырылады және егжей-тегжейлі талданады. Жеке тұлғаның рухани мәдениетінің маңызды бөлігі ретінде өнерге ерекше көңіл бөлінеді. Мәтінде интеграцияланған сабақты адамның рухани мәдениетін дамыту құралы ретінде қолданудың нақты ерекшеліктері туралы құнды ақпарат беріледі. Автор шет тілін және әдебиетті олардың интеграциялық қатынастарында зерттеу рухани құндылықтарды қалыптастыру үшін маңызды деп тұжырымға келеді.

***Кілт сөздер:** оқыту, кіріктірілген сабақ, руханилық, рухани мәдениет.*

РЯДИНСКАЯ, А.И.

ИНТЕГРИРОВАННЫЙ УРОК КАК СПОСОБ РАЗВИТИЯ ДУХОВНОЙ КУЛЬТУРЫ ЛИЧНОСТИ

В работе раскрываются особенности методики проведения интегрированного урока как способа развития духовной культуры учащихся. Цель данной статьи – проанализировать теоретические аспекты интегрированного обучения, интегрированного урока и выявить возможности интеграции учебных дисциплин – литература и язык. Рассматривается и подробно анализируется понятие интегрированного обучения. Особое внимание уделяется искусству как важной составной части духовной культуры личности. Текст дает ценную информацию о специфических особенностях интегрированного урока как средства развития духовной культуры человека. Автор приходит к выводу о том, что изучение литературы и иностранного языка в их интегративных связях имеет важное значение для формирования духовных ценностей.

***Ключевые слова:** интегрированное обучение, интегрированный урок, духовность, духовная культура.*