

**ҚҰЗЫРЕТТІЛІК БІЛІМ: МОДЕЛЬДЕР,
ӘДІСТЕР, ТЕХНОЛОГИЯЛАР
КОМПЕТЕНТНОСТНОЕ ОБРАЗОВАНИЕ:
МОДЕЛИ, МЕТОДЫ, ТЕХНОЛОГИИ**

Пайдаланған әдебиеттер тізімі

1. «Қазақстан-2050» Стратегиясы қалыптасқан мемлекеттің жаңа саяси бағыты Қазақстан Республикасының Президенті – Елбасы Н.Назарбаевтың Қазақстан халқына Жолдауы» / А., 2012
2. Т.В. Смолеусова «Этапы, методы и способы решения задачи», 2003
3. А.Е. Әбілқасымова «Орта мектепте математика есептерін шығаруға үйретудің әдістемелік негіздері» / А., 2004
4. А.Е. Әбілқасымова «Математиканы оқытудың теориясы мен әдістемесі: дидактикалық әдістеме негіздері» / А., 2014
5. Ф. Шахин, Е. Базаров. «ҰБТ-ға дайындық оқулық тесті» / А., 2014

УДК 81

**AXIOLOGICAL DOMINANTS OF THE DISCOURSE ON CHILDREN'S
UPBRINGING BASED ON TV SHOWS AND PARENTING GUIDES**

Рысаева Е.А., 2 курс, иностранная филология, Костанайский региональный университет им. А.Байтұрсынова

Монгилева Н.В., доцент, кандидат филологических наук, Костанайский региональный университет им. А.Байтұрсынова

Human values and value orientations have always been one of the most important objects of study of philosophy, ethics, sociology and psychology at all stages of their formation and development as separate branches of knowledge. The purpose of this article is to identify the axiological dominants of the discourse on children's upbringing based on TV shows and parenting guides. We used the content analysis to find out about the purposes, messages, and effects of communication content. The statistical method helped us to collect, systematize process and interpret the data for scientific and practical conclusions. The study of TV shows and parenting guides as a communicative, linguosociocultural and linguistic phenomenon allows us to determine the set of priority values in human education, upbringing and self-development.

In the axiological worldview there are meanings which are especially important for any culture, i.e. axiological dominants, the combination of which forms a certain type of culture. Each cultural community and each human individually have their own value hierarchies, and any nation in its turn has a specific set of needs and its own notions of just which of them are most significant and which are not so essential. The system of value orientations provides a rough idea of the nature of the social relations' development and of the development trends of the society. Axiological dominants serve as the basis for motivating people's behavior.

There are different ways for conveying the axiological dominant. In order to highlight it the author uses quotes in which linguistic means indicate the subject of evaluation, evaluation and the object of evaluation. The subject of evaluation is expressed by a combination of a noun denoting the occupation of the subject and/or of a proper name. Evaluated value can be conveyed by means of various parts of speech, not only adjectives, but also nouns, as well as verbs containing negative or positive assessments. Since people, objects, phenomena, actions, etc., can act as an object of evaluation, various language units are used to designate them. [2]. The positive and negative assessments in the discourse can be realized simultaneously; they can also be realized implicitly and explicitly,

**ҚҰЗЫРЕТТІЛІК БІЛІМ: МОДЕЛЬДЕР,
ӘДІСТЕР, ТЕХНОЛОГИЯЛАР
КОМПЕТЕНТНОСТНОЕ ОБРАЗОВАНИЕ:
МОДЕЛИ, МЕТОДЫ, ТЕХНОЛОГИИ**

which proves significance of the axiological dominant component for the participants of a communicative situation within the media discourse.

All human life activity is a complex, a chain of successively changing dominants, which can become more or less explicit, more or less recognized, long-term and contextual. This suggests that dominants are one of the most significant mechanisms of self-government, "self-psychological", psychogenic development of the human personality [1].

The purpose of this article is to identify the axiological dominants of the discourse on children's upbringing based on TV shows and parenting guides. We put forward the hypothesis in this work according to which lexemes with positive semantic values will prevail over negative ones. A person constantly expresses his attitude to various aspects of reality. Social interaction inevitably leads to the expression of the individual's attitude, since the person's actions or failure to act, his speech behavior, emotions, mime, gestures and etc. – all this in most cases demonstrates what is significant, desirable, unwanted, unacceptable, etc. for him.

The fundamental principles of axiology – formalised, conceptual, ontological and gnoseological – enable us to define axiological dominants that are characteristic of every culture of language. The dominants define the spirit of the epoch and direction of society development at certain point. They are represented in consciousness of representatives of every culture as stereotypes and other sign formations. For instance, Kagan M.S. [3] in his writing "Philosophical theory of value" points out that eastern and western cultures have different axiological dominants in their spiritual background: East keeps the system of values of a conventional culture with its mythological genetics while West asserts individual freedom as the most important value, which masters all the rest, generating the idea of political freedom, principles of artistic freedom as the main artistic value and individual taste as the main aesthetic value.

Having studied enough sources of different authors about the discourse (Kress G., Makarov M. L., Teun A. van Dijk, Ptashkin A., Rubtsova O., Bochegova N., Karasik V. and etc.) we give the clearest and the most recognizable definition about it. "Discourse is a speech immersed in life. Therefore, the term "discourse", in contrast to the term "text", does not apply to ancient and other texts, whose connections with living life are not directly restored. Discourse is a linguistic activity, including paralinguistic accompaniment of speech (mime, gestures)" [4].

In the course of our research two methods were used: the content analysis and the statistical method. We used the content analysis to find out about the purposes, messages, and effects of communication content. By means of the content analysis we achieved the following goals:

1. identified the intentions of the speaker;
2. described attitudinal and behavioral responses to communications;
3. determined psychological or emotional state of people.

It should be noted that while carrying out our research some advantages were identified: unobtrusive data collection (we analyzed communication and social interaction without the direct involvement of participants, therefore our presence as a researcher didn't influence the results); transparent and replicable (content analysis follows a systematic procedure that can easily be replicated by other researchers, yielding results with high reliability); highly flexible (one might conduct content analysis at any time, in any location, and at low cost).

But despite significant advantages, we can note one drawback or difficulty that we encountered. Manual coding large volumes of TV shows and parenting guides is extremely time-consuming. As a result of the statistical method it was possible to collect, systematize process and interpret the data for scientific and practical conclusions. By means of these two methods we analyzed the material of our research. "This Is What A Parent Looks Like" is a TV show which offers an intimate conversation with some of the most memorable families. The parents speak candidly and emo-

**ҚҰЗЫРЕТТІЛІК БІЛІМ: МОДЕЛЬДЕР,
ӘДІСТЕР, ТЕХНОЛОГИЯЛАР
КОМПЕТЕНТНОСТНОЕ ОБРАЗОВАНИЕ:
МОДЕЛИ, МЕТОДЫ, ТЕХНОЛОГИИ**

tionally about how their own history, upbringing, belief system and circumstances have influenced their parenting style and resulted in the raising of their precious kids. *Smarter Parenting* is a free parenting guide to help parents raise children.

The material of the research are TV shows and parenting guides, made available on the websites <https://www.smarterparenting.com>, <https://www.cbc.ca>, <https://www.youtube.com>. It should be noted that raising children is very relevant today, as it is a priority for parents. In the course of our research 6 videos of the TV shows, and 3 videos of parenting guides were analyzed. During this analysis we came across a great number of positive and negative semantic values of the axiological dominants.

The first video which was analyzed is that one about the young parents Sheena & Quacy. One of the interesting questions asked to them was a question: “What did it feel like when you first became a parent?” Quacy answered: “I was so amazed. My life completely changed. You no longer live for yourself”. On one hand, there can be observed some surprise, joy and happiness in his answer. On the other hand, the phrase: “You no longer live for yourself” may be interpreted both positively and negatively. Sheena shares with us that “parenting is hard. It’s happiness, it’s love, it’s laughter, it’s sadness, it’s tears, it’s stress, it’s physical pain. But definitely it’s more happiness”.

In the second video on <https://www.cbc.ca> Jen and Justin are very emotional and funny. They are even joking when they are asked about the last time when they washed their hair. Justin: “With shampoo or...” But this joke probably hints us that now they even don’t have enough time for doing that or their child lets them sleep enough and consequently they have a great deal of time for everything. Therefore, we may put this phrase to the positive meaning, as well as to the negative one.

The next prominent question was: “How is the little guy making you feel now?” “At the beginning it was insane. I feel like I’m just coming from underwater”. It is evident that upbringing is one of the most formidable tasks a parent will ever take on in his or her life.

The results of the rest videos are enclosed in the table below.

Positive	Negative
I was so amazed.	You no longer live for yourself.
My life completely changed.	sadness
You no longer live for yourself.	tears
happiness	stress
love	physical pain
laughter	With shampoo or...
With shampoo or...	At the beginning it was insane. I feel like I’m just coming from underwater.
You should follow your instincts.	I will lose my temper.
Do what you feel right, what you are comfortable with. Because you get more sleep, you are less stressed in that way. And baby is happier too.	Kids act out and misbehave. When it happens parents want to punish them. Constantly punishing my 3 kids make things worse.
The most difficult thing to understand how he feels, how he thinks (in order to make his life a good one).	Criticism feels natural and genuine.
If it makes practical sense I’ll do it. If it doesn’t make sense I won’t do it.	a critically focused mother
When you actually hold the baby, you understand that this “thing” is your responsibility.	
I’m learning to come from a place of love – always, no matter what. I’m starting to teach my	

**ҚҰЗЫРЕТТІЛІК БІЛІМ: МОДЕЛЬДЕР,
ӘДІСТЕР, ТЕХНОЛОГИЯЛАР
КОМПЕТЕНТНОСТНОЕ ОБРАЗОВАНИЕ:
МОДЕЛИ, МЕТОДЫ, ТЕХНОЛОГИИ**

girls the simplest little things to accept what Creator gave them. How they can help us spiritually.	
For me, I guess, who built my soul is my mother.	
The most valuable thing mom's gifted me is [the advice] follow your dreams, no matter what – or whatever bump in the road it might be.	
But everything that I learn, I hope that the girls are listening and taking in whatever experience and wisdom I got to offer them.	
Behaviour techniques involve some practice. Be flexible, be patient, make it playful, take a time out (role-playing)	
Role-playing the skills will help your children become independent, responsible, happier, better behaved and more self-confident.	
Effective communication: 1. Look at them. 2. Use their words. 3. Clarify. 4. State your thoughts. 5. Reflect back. 6. Come to solution.	
I see and appreciate the good thing they are doing.	
The steps to effective praise are: 1. Show your approval or find a positive. 2. Describe the positive behaviour. 3. Give a meaningful reason. 4. Give a reward (optional).	
1. Children act out less. 2. They are more self-confident. 3. My kids like me.	
25	11

All the axiological dominants expressed by isolated words or complex sentences were counted and put into the table. As it can be seen from the above-mentioned examples notwithstanding the fact that bringing up children is the hardest and the most responsible task a human being can face, it can be said that raising a child is the happiest, joyful and the warmest thing in the person's life.

TV shows and parenting guides are characterised with manipulative pragmatics which can be observed in the impact on the consciousness of the audience with the help of specific verbal and non-verbal means. Moreover, it can be added that such kind of shows and parenting guides are related to the TV discourse characterised with the combination of several components: verbal, visual and audio ones. But television discourse is not just a complex of verbal and non-verbal signs, it is also a sociocultural phenomenon. In these types of TV discourse the following sociocultural functions can be noticed such as mobilization of the audience and management of public opinion, support of the necessary emotional and psychological background, transmission of axiological settings and models of approved behavior. As the discourse on upbringing has not been thoroughly investigated yet, we can refer to the discourse itself which is considered to be both a social and a cognitive phenomenon. We suppose that the usage of axiological dominants connected with the family and

**ҚҰЗЫРЕТТІЛІК БІЛІМ: МОДЕЛЬДЕР,
ӘДІСТЕР, ТЕХНОЛОГИЯЛАР
КОМПЕТЕНТНОСТНОЕ ОБРАЗОВАНИЕ:
МОДЕЛИ, МЕТОДЫ, ТЕХНОЛОГИИ**

upbringing in the material of our research can have an educative or upbringing purpose and therefore can be treated as the discourse on upbringing which has the impact on its audience.

Список использованных источников

1. С.А. Медведева «Аксиологические доминанты и их роль в системе менеджмента и подготовке менеджеров», 2016
2. В.Д. Шевченко, Е.С. Шевченко «Аксиологическая доминанта в дискурсе», 2016
3. М.С. Каган «Философская теория ценности»
4. Н.Д. Арутюнова «Дискурс» / М., 2000
5. Н.Н. Болдырев, О.Г. Дубровская «О формировании социокультурной специфики дискурса», 201.
6. Е.С. Кубрякова, О.В. Александрова «Виды пространств текста и дискурса» / М., 1997
7. М.Л. Макаров «Основы теории дискурса» / М., 2003

УДК 93/94

**ИМИТАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ
ПАЙДАЛАНУДАҒЫ АҚПАРАТТЫҚ ҚҰЗЫРЕТТІЛІК**

Зулгариев Р.Д., 4 курс, тарих мамандығы, А.Байтұрсынов атындағы Қостанай өңірлік университеті

Анасова А.Б., Қазақстан тарихы кафедрасының аға оқытушысы, тарих магистрі, А.Байтұрсынов атындағы Қостанай өңірлік университеті

Берілген мақалада авторлар имитациялық технологиялар оқушылардың құзыреттіліктерін қалыптастыру үшін natural environment «табиғи орта», яғни іс-әрекет жағдайлары шынайы өмірге барынша жақын) ең аз ресурстарды қажет ететін тәсілмен жасауға болатындығын атап өтеді. Имитациялық технологиялармен жұмыс жасау кезінде мектеп оқушыларында проблемаларды шешу құзыреттіліктерін қалыптастырудың, сондай-ақ коммуникативті және ақпараттық құзыреттілікті құрайтын іс-әрекет әдістерін игерудің мүмкіндіктерін көрсеткен.

Қазіргі уақытта Қазақстанда әлемдік білім беру кеңістігіне кіруге бағдарланған білім берудің жаңа жүйесінің қалыптасуы жүріп жатыр. Бұл процесс оқу-тәрбие процесінің педагогикалық теориясы мен практикасындағы елеулі өзгерістермен қатар жүреді. Сондықтан, қоғамның қазіргі жағдайы педагогтардың алдына оқушылардың дербес шығармашылық ойлауын, даралануын және оқытуды саралауды дамытуды көздейтін оқытудың жалпы сипатын қайта құру міндетін қойды. Заманауи ақпараттық технологиялар мен білімді ұсыну модельдері білім беру процесіне инновациялық әдістерді енгізуді анықтайды. Қазіргі уақытта тарихты зерттеудің жаңа формалары мен әдістерін іздеу табиғи құбылыс қана емес, сонымен бірге қажет. Оқыту үздіксіз өзгеріп жатқан әлемде өмір сүруге және жұмыс істеуге қабілетті тұлғаны қалыптастыруға бағытталуы керек. Гуманитарлық цикл пәндерін оқыту әдістемесіндегі бұл міндеттер имитациялық технологияларды тиімді шешуге мүмкіндік береді.

Бұл тақырыбымыздың өзектілігі бүгінде жалпы елдегі білім беруді жаңғырту және мектептегі тарихи білім беруді реформалау әлі де шешілмеген проблемалар болып қала береді. Біздің мемлекетіміздің қазіргі бәсекеге қабілетті ел ретінде қалыптасуы үшін білім мен тарихи өзіндік сананың рөлі қандай екендігі туралы айтудың қажеті жоқ. Адамның еңбек нарығында-