

ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ
БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

А. БАЙТҰРСЫНОВ АТЫНДАҒЫ
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АЛТЫНСАРИН ОҚУЛАРЫ

«ПЕДАГОГИКАЛЫҚ БІЛІМ
БЕРУДІҢ ҮЗДІКСІЗДІГІ –
ЗАМАНАУИ ПЕДАГОГТАРДЫҢ
ТАБЫСТЫЛЫҒЫНЫҢ КЕПІЛІ»

ХАЛЫҚАРАЛЫҚ
ҒЫЛЫМИ-ПРАКТИКАЛЫҚ
КОНФЕРЕНЦИЯСЫ

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МЕЖДУНАРОДНОЙ
НАУЧНО-ПРАКТИЧЕСКОЙ
КОНФЕРЕНЦИИ

«НЕПРЕРЫВНОСТЬ ПЕДАГОГИЧЕСКОГО
ОБРАЗОВАНИЯ – ЗАЛОГ УСПЕШНОСТИ
СОВРЕМЕННЫХ ПЕДАГОГОВ»

II КНИГА

Қостанай, 2022

УДК 37.02
ББК 74.00
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II23 «Педагогикалық білім берудің үздіксіздігі-заманауи педагогтардың табыстылығының кепілі»: 2022 жылдың 11 ақпандағы Халықаралық ғылыми-тәжірибелік конференция материалдары. II Кітап. – Қостанай: А.Байтұрсынов атындағы Қостанай өңірлік университеті, 2022. – 365 б. = «Непрерывность педагогического образования – залог успешности современных педагогов»: Материалы международной научно-практической конференции, 11 февраля 2022 года. II Книга. – Костанай: Костанайский региональный университет имени А.Байтұрсынова, 2022. – 365 с.

ISBN 978-601-356-122-6

Жинаққа «Педагогикалық білім берудің үздіксіздігі-заманауи педагогтардың табыстылығының кепілі» атты Алтынсарин оқулары халықаралық ғылыми-практикалық конференция материалдары енгізілген.

Талқыланған мәселелердің әртүрлілігі мен кеңдігі мақалалар авторлары үздіксіз білім беру саласын педагогтарды жаңаша даярлау бағдарымен байланыстырып, әр түрлі деңгейдегі білім беру бағдарламаларын іске асырудың тиімді тәжірибесін көрсету, білім мазмұнын жаңарту аясында мұғалімдердің кәсіби шеберлігін арттыру қажеттілігін негіздеу, инновациялық технологиялар мен білім алушылардың тұлғалық дамуын психологиялық-педагогикалық қолдау туралы зерттеулерін еңгізді. Бұл жинақ материалдары ғалымдарға, ЖОО мен колледж оқытушыларына, мектеп мұғалімдері мен мектепке дейінгі тәрбиешілерге, педагогтар мен психологтарға, магистранттар мен студенттерге қызықты болуы мүмкін.

В сборнике содержатся материалы Международной научно-практической конференции Алтынсаринские чтения «Непрерывность педагогического образования – залог успешности современных педагогов». Многообразие и широта обсуждаемых проблем позволили авторам статей раскрыть сущность, тренды и тенденции непрерывности педагогического образования с учетом достижений науки и практики, показать эффективные практики реализации образовательных программ разного уровня, обосновать необходимость совершенствования профессионализма педагогов в условиях новых вызовов в образовательной практике, представить инновационные технологии и форматы психолого-педагогического сопровождения развития личности обучающихся.

Материалы данного сборника могут быть интересны ученым, преподавателям вузов и колледжей, учителям школ и воспитателям дошкольных учреждений, педагогам-психологам, магистрантам и студентам.

УДК 37.02
ББК 74.00

ISBN 978-601-356-122-6

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THEORETICAL ASPECTS OF THE STUDY OF THE DEVELOPMENT OF THE REFLEXIVE POSITION OF STUDENTS IN THE CONDITIONS OF DISTANCE EDUCATION

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Аннотация

Бүгінгі таңда мұғалімдердің негізгі міндеті тек ақпарат беру ғана емес, сонымен қатар оқу қабілетін қалыптастыру болып табылады. «Оқу қабілеті» ұғымына әр түрлі оқу іс-әрекеттерін дәйекті түрде дамыту, соның ішінде қашықтықтан білім беру жағдайында мектеп жасындағы балалардың рефлексиясын-ісіктерін дамыту кіреді. Мақсаты: қашықтықтан білім беру жағдайында оқушылардың рефлексивті ұстанымының дамуын зерттеудің теориялық негіздерін зерттеу

Түйінді сөздер: қашықтықтан оқыту, рефлексивті позиция, өзін-өзі рефлексия, рефлексивтілік.

Аннотация

На сегодняшний день основной задачей педагогов является уже не просто передача информации, а формирование умения учиться. В понятие «умение учиться» вкладывается последовательное развитие различных учебных действий, в том числе развитие рефлексии-новообразования детей школьного возраста в условиях дистанционного образования. Цель: изучить теоретические основы исследования развития рефлексивной позиции учащихся в условиях дистанционного образования

Ключевые слова: дистанционное обучение, рефлексивная позиция, саморефлексия, рефлексивность.

Annotation

Today, the main task of teachers is no longer just the transfer of information, but the formation of the ability to learn. The concept of «learning ability» includes the consistent development of various educational activities, including the development of reflection-the neoplasm of school-age children in the conditions of distance education. Purpose: to study the theoretical foundations of the study of the development of the reflexive position of students in the conditions of distance education

Keywords: distance learning, reflexive position, self-reflection, reflexivity.

Today, a lot of tasks are set before the secondary school. One of the main ones was the need to teach the child a reflexive position. Here it is implied that the child learns to understand his motives that encourage certain behavior, study, the direction of interests and the need to continue learning, especially in the context of distance education.

The most important goal of the modern educational process is now the upbringing of the individual, whose development takes place through the prism of self-education, self-development and self-education based on the experience gained, in the conditions of distance education.

The tasks of the lesson have also changed, and now the formation of the student's reflexive control of his behavior is moving forward. It aims to increase motivation to learn through activity, to form the ability to learn, to show enthusiasm for the learning process, to become successful.

The development of a reflexive position is a new goal of modern pedagogy. It means not just the need to transfer information to a child in the lesson in a certain way, but teaching them to search and receive information by themselves. Awareness of the passed way to their set goals, the construction and understanding of the logical chain of their own actions, analysis, comparison of their success with others - all this things are the reflective position of students in the conditions of distance education. The concept of «reflection» (from the Latin reflexio - turning back) entered psychology thanks to foreign authors: L.Nelson, A.Buzeman, A.Mark.

The concept of «reflection» (from the Latin «reflexio» - turning back) entered into psychology thanks to foreign authors: L.Nelson, A.Buzeman, A.Mark.[1]

Generalizing the concept of a reflexive position from the point of view of psychology, we can speak about its opportunities to change the content of consciousness and the structure of human consciousness as a whole. The formation of a reflexive position begins during the child's primary school education, and in secondary school, during puberty, it becomes the main factor regulating behavior and self-development.

A.V.Karpov [2] also considered the reflexive position as a special type of activity aimed at generalization, the creation of new theoretical knowledge.

Almost all scientists studying personality and its place in society have dealt with the issues of reflection in Russian psychology. Today, more and more, the reflexive position is becoming a separate object to study in various branches of psychology.

The phenomenon of self-reflection has been widely covered in the works of foreign and Russian authors. These are practical studies in the framework of personality psychology (Mitina, 1997) and psychology of education (Zakharova and Botsmanova, 1982).

In Soviet psychology, the study of reflexive learning was in the 1980s within the framework of developmental psychology (Gutkina, 1982; Novikova, 1984; Stepanov and Semenov, 1982)

Self-reflection was called the function of self-awareness research, which allowed it to be attributed to the process of thinking (Stepanov, 2008). Recently, there has been an increased interest in this problem, which has been reflected in many modern studies (Linetsky, 2004; Simakova, 1998).

In addition, there are studies about the ways to develop self-reflection (Alekseev, 2005; Anisimov, 1989; Bartsalkina, 1986), on reflection in the educational process (Belozertseva, 2000; Polkina, 2015; Prokhorov and Chernov, 2013), on pedagogical reflection (Biktagirova, 2016; Islambekova and Salmanova, 2008; Novoselova, 2007), on mastering reflexive skills by students and teachers (Akhramenko, 2015).

Today, the authors pay more attention to the reflexive training of secondary education teachers, on-the-job teachers and subject teachers, rather than schoolchildren (Biktagirova and Valeeva, 2014; Gorokhov and Rusina, 2010; Almabekova, 2012; Golubeva, 2011), which indicates the relevance of the reflexive process for teachers. The understanding of the reflexive role helps teachers to provide pedagogical support for reflexive formation in the conditions of distance education.

Now foreign scientists have accumulated vast experience in the field of studying the problems of reflection. Since John Dewey (1997), reflection has already been considered as an important component of personality formation and has been important in the pedagogical process. Most of the experimental research on reflection was started in the 1970s and 1990s.

It should be noted that the terms «reflection» and «self-awareness» were used as synonyms. More widespread were studies of psychological thinking, intellectual reflection (metacognition), self-reflection and self-awareness.

Introspection was considered in the works of Boroto (1972) and Huebner (1988). These scientists studied introspection tendencies and developed diagnostic methods to study reflection. Later there were works on the study of a systematic approach to the development of pedagogical reflection (Marzano, 2012; Shen, 1988; Sparapani, 2000). Jones (1995) and Grant, Franklin and Langford (2002) revealed different points of view on reflection, the role of reflection training, self-reflection and the changes caused by it. Some scholars have considered the formation of reflection in teaching children of different ages in their studies cover practical implementation, the development of the reflection of the secondary school students, features of the pedagogical support of the formation of the reflexive position among schoolchildren (Allen, Bennett, & Kearns, 2004; Valkanov, 2004; McFarland, 2009; Scharaldi, 2017).

Reflexivity is seen in all the concepts referred to S. L. Rubinstein. Reflection here allows you not only to analyze the events of the past, but also is a support for planning events that will occur in the future.

The scientist-psychologist Ya.A.Ponomareva [3] believed that creativity is not possible without reflection. It is an integral part of it. A person independently manages his actions, and reflection reflects the changes within the personality that occur at this time. It is reflection that contributes to the versatile development of personality. It is worth noting the contribution of such scientists as A.V.Karpov, I.N.Semenov and S.Yu.Stepanov to the reflexive position in modern Russian psychology.

Reflection is understood by A.V.Karpov as a meta-ability of the cognitive substructure of the psyche. It performs the function of regulation for the entire system as a whole, and reflexive processes are given a secondary role.

A.V.Karpov considers cognitive, emotional, volitional and motivational processes of the first order, synthetic and regulatory processes of the second order, and reflexive processes of the third order.

Reflection, in the understanding of A.V.Karpov, is a process that affects all mental processes. It is fully integrated into them, because of that the personality develops, going beyond its own limits in the present tense, contributes to its determination and adaptation.

Books The variety of approaches to the definition of the concept of «reflection» is explained by a detailed, specific study of the phenomenon in each field of psychology, about its complexity and versatility. Each of the authors of the concept points to the relationship of a person with his inner world and the world of other people, but the relationship of the concept of definition with other aspects of the concept is revealed in a generalized form, suggesting additional research.

The development of a reflexive position in the course of educational activities has been studied at the moment due to the effective interaction of teachers with psychologists and the high level of professionalism of modern school staff. It is in the conditions of distance education that a child learns for the first time to systematize information, preserve, reproduce it and apply the acquired knowledge in society.

These processes are regulated by the reflection of educational activity, as well as it acts as a synthesizing mental function.

An individual approach to the development of reflection is based on the peculiarities of the child's development: the presence of diseases, the conclusions of the medical, psychological and pedagogical commission, the specifics of the family structure, additional main activities with its impact on physical and mental development (professional sports, music, art direction, etc.), the presence of developmental features (character, type of thinking, type of temperament, personality type, behavioral inclinations). As a rule, an individual approach to such children is used together with the frontal one, but the dynamics and methodological component, in addition to the teacher, are monitored by speech therapists, psychologists, speech pathologists, social educators, etc., more attention is paid to working with the parents of such children.

Both methods give generalized ideas about the development of a reflexive position in the classroom, so each type still has several classifications according to different characteristics (differences in goals and tasks, features of the relationship with other mental processes and general physiological characteristics, the pedagogical aspect of implementation).

According to the experience of most teachers, secondary schools are not ready to teach a child with developmental disabilities, which often cause physical and psychological harm to the rest of the class and the teacher himself, which, accordingly, negatively affects the quality of learning. Unofficial separation of children by teachers is still a reality in the field of education. This is how classes with «strong» children and «weak» ones are obtained. There are «complex» classes or «heavy» ones.

In the conditions of distance education, work for a teacher is more difficult, therefore it is rarely possible to meet the requirements. There is no authoritative methodological literature, the content of which would help the teacher to draw up a plan of educational work in the conditions of distance education, taking into account the individual characteristics of the class. Teachers are forced to develop independently or use the existing experience of colleagues. Evaluation of the effectiveness of many techniques, and in particular on the development of a reflexive position, is subjective. Not always the chosen method or approach will give a result in another class. [4]

In order to successfully develop a reflexive position in the conditions of distance education, it is necessary to determine the initial level of reflection, the prevailing features of the development of students, such as the development of the volitional sphere, the adequacy of self-determination, the ability to task self-assessment, communication skills, etc.

Reflection is a complex and multifaceted concept. There are a large number of approaches to its understanding and various interpretations. Many scientists, psychologists and educators offer criteria for classifying reflection.

One of these authors is the author of many books about the development and education of children, Candidate of Pedagogical Sciences, associate professor of the Institute of Education of the National Research University «Higher School of Economics», Sergey Izmailovich Zair-Bek.

He suggests the following classification of types of reflection:

- * Communication (exchange of opinions on new information);
- * Informational (acquisition of new knowledge);
- * Motivational (motivation to further expand the information field);
- * Evaluation (correlation of new information and existing knowledge, development of one's own position, evaluation of the process). [5]

In the course of a modern lesson, the reflection stage plays an important role, and in the end, students should generalize and systematize the knowledge they have acquired with the help of a teacher, as well as integrate their in existing ones, realize the possibilities of applying them in further education and life. During the reflection stage in the lesson, teachers effectively use such methods as writing essays, highlighting keywords, sketches, thematic games.

At this time, students highlight the information that most corresponds to the goals of the lesson set by them, as well as evaluate its significance in understanding the topic of the lesson. The information obtained by students in this way acquires an individualized character: they can have their own ideas, build cause-and-effect relationships. Information after its own interpretation is absorbed more firmly, it is easier for the student to apply it, as a result of which academic performance, motivation for learning, and mood increases. With regular work with information, in this way, the student forms a personal meaningful context consisting of his own «dictionary».[6]

There are different types and forms of reflection. For example, emotional, intellectual or personal reflection - that is, the knowledge of the characteristics of one's personality, mental abilities, experiences. The formation of different types and forms of reflection is one of the tasks of education, one of the components of its content.

It is especially important to form a reflexive position of students in the conditions of distance education, which is necessary for their personal development.

To put all in a nutshell, the phenomenon of the reflexive position has not yet been sufficiently studied in pedagogy, however, for the implementation of the paradigm of modern education, it plays a significant role

in the conditions of distance education. Reflection is a mechanism for translating an educational problem from an external plane in relation to the student, into an internal one, in which this problem acquires a personal meaning for its solver.

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ӘӘЖ 372.881.1

ШЕТЕЛ ТІЛІН ОҚЫТУДАҒЫ ШЕТЕЛ ТІЛІ МӘДЕНИЕТІНІҢ МӘНМӘТІНІҢ ТҮСІНУ

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Аннотация

Мақала шет тілдерін оқытудағы шет тілі мәдениетінің контекстін түсінуге арналған. Мәдениеттер диалогының зерттелетін тіл елінің салт-дәстүріндегі, әдет-ғұрпындағы және әлеуметтік нормаларындағы ортақ және әртүрлі белгілер туралы фондық білімді қалыптастыру құралы ретіндегі рөліне ерекше назар аударылады. Зерттелетін мәдениетке тән дүниенің концептуалды бейнесін қайта жасау шет тілі мұғалімдерінің маңызды міндеттерінің бірі болып табылады.

Түйін сөздер: мәдениет, диалог, негізгі білім, тіл, әдет-ғұрыптар мен дәстүрлер, дүниенің концептуалды бейнесі, әлеуметтік-мәдени ақпарат.

Аннотация

Статья предназначена для понимания контекста иноязычной культуры в обучении иностранному языку. Особое внимание уделяется роли диалога культур как инструмента формирования фоновых знаний об общих и различных чертах традиций, обычаев и социальных норм изучаемой страны. Одной из важнейших задач учителя иностранного языка является воссоздание понятийного образа мира, присущего изучаемой культуре.

Ключевые слова: культура, диалог, базовые знания, язык, обычаи и традиции, концептуальный образ мира, социокультурная информация.

Abstract

The article is intended to understand the context of a foreign language culture in teaching a foreign language. Particular attention is paid to the role of the dialogue of cultures as a tool for the formation of background knowledge about common and different features of the traditions, customs and social norms of the country under study. One of the most important tasks of a foreign language teacher is to recreate the conceptual image of the world inherent in the culture being studied.

Keywords: culture, dialogue, basic knowledge, language, customs and traditions, conceptual image of the world, sociocultural information.

Жыл сайын шет тілдерін (FL) үйренгісі келетіндердің саны артып келе жатқаны белгілі. Кез келген тілді меңгеру оның мәдениетімен тығыз байланысты, сондықтан шет тілін оқыту мақсаттарының бірі екі мәдениетті (туған және шетел) салыстыру қабілетін меңгеруді көздейтін студенттердің мәдениетаралық құзыреттілігін қалыптастыру болып табылады.

Мәдениеттер диалогы барысында әртүрлі ұлт өкілдері арасындағы өзара түсіністікке қол жеткізу қажеттілігі белгілі бір жағдайларда тіл мен мәдениет мәселесіне жаңа көзқарастарды іздеуді қажет етеді. «Шетелдік» тілді зерттеу – ол сөйлеушілер әлемінің тілдік бейнесін түсіну. Алайда басқа елдің мәдениетімен танысу оңай емес. Бұл заттар мен құбылыстардың әртүрлі халықтар арасында мүлдем