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КОНФЕРЕНЦИЯ

МАТЕРИАЛДАРЫ

СУЛТАНҒАЗИНСКИЕ ЧТЕНИЯ

МАТЕРИАЛЫ

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КОНФЕРЕНЦИИ
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Қ 22

«Қазіргі білім беруді дамытудың өзекті мәселелері»: «СҰЛТАНҒАЗИН ОҚУЛАРЫ-2023» Халықаралық ғылыми-тәжірибелік конференцияның материалдары, 2023 жылдың 15 наурызы. Қостанай: А.Байтұрсынов атындағы Қостанай өңірлік университеті, 2023. – 427 б.

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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.

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опрошенных не могут точно сказать кем они видят себя дальше. Уже определяют какие качества личного характера необходимы в работе, что квалификация полученная в стенах вуза это важно. Понимают, что на рабочем месте важно работать в команде, особенно это работа с людьми. Конечно реальная работа и её ожидание это разные вещи, но радует то, что молодежь хочет идти работать по профессии, трудиться в образовании или других отраслях производства.

При выборе профессии, мы зачастую забываем о таком понятии как «призвание», в основу выбора идут немного другие критерии, мотивации, осознанность, готовность, профессиональные компетенции, одним из главных показателей заработная плата и карьерный рост, комфортность работы в плане не очень большой занятости и сложности в работе. Призвание в настоящее время это роскошь, такое молодой человек позволить не может, потому что порой к чему тянется наша душа, не позволяет прокормить себя и семью, или нет возможности реализовать себя, так как эта профессия в конкретном регионе не нужна, значит надо покинуть родные места, или за профессию по призванию не понимает семья, или действительно слишком много амбиций, а реальность может потом очень больно ударить по человеку и тогда будет поздно. Поэтому профессиональная ориентация позволит молодежи реально, без клише и купюр смотреть на будущую профессию и осознать себя в ней.

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THE EFFECTIVENESS OF DISTANCE LEARNING

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Аңдатпа

Мақаланың мақсаты қашықтықтан оқытуды тиімділігін бағалау. Бұл мақалада қашықтықтан оқытудың анықтамасы және қашықтықтан оқытудың білім берудегі маңызды рөлі берілген. Сонымен қатар әртүрлі оқыту жүйелерінің тиімділігін бағалаудың әртүрлі тәсілдері анықталған.

Түйінді сөздер: қашықтықтан оқыту, әдіс, білім беру жүйесі, технология

Аннотация

Целью данной статьи является оценка эффективности дистанционного обучения. В этой статье даны определения дистанционного обучения и важной роли дистанционного обучения в образовании. Кроме того, определены различные подходы к оценке эффективности различных систем обучения.

Ключевые слова: дистанционное обучение, метод, система образования, технология

Abstract

The purpose of this article is to evaluate the effectiveness distance teaching. In this article definitions of the distance teaching and an important role of distance learning in education are given. Moreover there are different approaches to assessing the effectiveness of different training systems.

Keywords: distance teaching, method, education system, technology

A significant influence on the development of the informatization of education is open education that was provided by the distance form of education that has developed and received in the last decade. At the same time, a new impulse was given to distance learning with the advent of a unique Internet application - the World Wide Web.

The use of network technologies opens up new opportunities, which in the future allow creating a single educational space, covering all the existing forms of education. It is this form of education that is called today open or open education.

The modern understanding of open education is connected, first of all, with those opportunities that it provides to the population:

- non-competitive admission to universities;
- freedom in choosing the place, time and pace of training;
- choice of individual trajectory of training.

The rapid development of computers and telecommunications technologies contributed much to the development of distance teaching form. The system of distance education (DE) is an individual training in the telecommunication computer educational environment, which, in addition to the usual educational tasks, can solve other tasks quite effectively. For example: searching for information in telecommunications and communication systems; its processing; generalization and analysis; and, perhaps most importantly, the ability to navigate in an unfamiliar situation and improve their knowledge. All this largely stimulates the inflow of students into distance education. With the increase in the level of development of telecommunications and communication facilities, these trends will increase.

The possibilities of modern technologies of distance learning allow to successfully apply them for training practically all categories of students.

The most widespread distance learning has been received in the field of professional development. Virtually all organizations that have a distributed structure, to some extent, use distance teaching technologies to train their staff. In turn, training centers offering services in the field of staff development also began offering their clients services in the field of distance learning technologies [1, p.33]

The training centers specializing in distance learning began to appear, which were called the Distance Teaching Centers.

The technology of distance teaching in higher education institution has also been widely applied. Most of the institutions in many developed countries use distance teaching technologies for teaching students. Distance teaching is widely used when students receive a second higher education. Technologies of distance teaching have found their application in the teaching of schoolchildren. Certainly, great care is required when teaching children with the use of distance teaching technologies. However, within reasonable limits, distance teaching technologies can be used in the teaching of children.

An important role of distance learning technology is played in the education of people with disabilities (disabled people). Often, only people with disabilities can get access to quality education.

Great attention is paid to distance learning by the state. Imagining a modernization of the country without the development of modern educational technology is not possible. Many state programs contain plans for the development of distance teaching technologies. A wide application of distance teaching technology is also found in state organizations.

As for the subject area, for which distance learning technologies can be applied, today, in fact, there is only one limitation - the cost of developing educational content. The development of skills and abilities in complex areas requires the development of complex, costly simulators and simulators.

As for the subject area, for which distance learning technologies can be applied, today, in fact, there is only one limitation - the cost of developing educational content. The development of skills and abilities in complex areas requires the development of complex, costly trainers and simulators [2, p.47].

However, with mass training, the cost of training using distance teaching technologies will be much cheaper than the cost of traditional full-time education.

Distance learning has found its application even in areas where it would seem, it is extremely difficult. For example, today, distance teaching technologies are widely used in teaching foreign languages (primarily in teaching English).

There are different approaches to assessing the effectiveness of different training systems. Let us dwell on those of them that allow us to estimate relative effectiveness, based on an analysis of teaching technologies. So, we can distinguish the following basic processes that determine the effectiveness of the studied education system as a whole: the methodology for the formation of a knowledge system; methodology of forming a system of professional skills; the profitability of the educational process and a reasonable pricing strategy.

If we more accurately formulate some statements or rules that allow us to move from methodologies to more specific criteria for the relative comparative effectiveness of education systems, they will sound like this:

- The education system will be considered more effective if the student's workload during the period under review in this system will be more even than in the comparable one. This statement is based on the fact that in most cases it is impossible to form a system of knowledge in case of uneven academic load or overload of students, or for a short time interval;

- if the ratio of the number of hours of classes forming skills and professional skills to the total number of classes will be greater than the similar ratio in the compared system (up to a certain limit).

In other words, in order to create professional skills, it is necessary to conduct a sufficient number of practical exercises, trainings, business games and other activities where complex professional skills are developed;

- for the complete assimilation of knowledge, theory must always be supported by practice
- modernity and constant updating of materials
- the possibility of teaching people with physical problems
- frequency of verification of acquired knowledge
- Developing the personality of the learner, preparing the individual for a comfortable life in the information society.
- formation of an information culture, information processing skills;
- formation of skills to carry out experimental research activities;
- the choice of the teaching staff by the student, the possibility for the students themselves to decide which teacher they will be assigned to;
- the opportunity to work in parallel with training;
- the possibility of attracting highly qualified scientific and pedagogical staff and specialists in the field of new information technologies to the development of widely replicable educational and methodological support;
- the level of independence in the activities of students;
- a large number of various tasks, including research;
- the potential of collective creativity during teleconferences in the Internet;
- the possibility of almost daily individual communication between the teacher and the student (direct contact between the teacher and the student)
- development of independence;
- individual schedule;

For the psychological evaluation of the effectiveness of distance teaching, we have identified our criteria. And in order to give this very evaluation, different methods are used. The methods of scientific research are those methods and means by which scientists receive reliable information, which are used later to construct scientific theories and develop practical recommendations [3, p.9].

The study was conducted in several stages.

Stage 1 - identify the criteria by which you can judge the effectiveness of distance learning.

Stage 2 - the identification of attitudes towards these criteria.

Stage 3 - comparison of traditional and distance learning forms according to these criteria.

Stage 4 - drawing up recommendations for improving the effectiveness of distance learning.

The methods used by us are as follows:

- Analysis of literary sources - scientific books, manuals, articles. Analysis is a method of scientific knowledge, which is based on the procedure of mental or real dismemberment of an object on its constituent parts. The goal of the dismemberment is the transition from the whole studying to studying its parts and is carried out by abstracting from the connection of the parts with each other. Analysis is an organic part of any scientific research, which is usually its first stage, when the researcher moves from an undivided description of the studied object to revealing its structure, composition and also its properties and attributes. It is difficult to imagine a modern sociological study in which literary sources would not be used to obtain historical information.

- The survey is a method of direct or indirect collection of primary verbal information through socio-psychological interaction between the researcher and the interviewee. The specificity of the method is that, when used, the source of sociological information is a person (a respondent) - a direct participant in the social processes and phenomena under study. The main advantage of the survey method is the breadth of coverage of various areas of social practice. Using this method, you can get information about any problems in the life of modern society. Cognitive possibilities are practically unlimited and a huge advantage is the effectiveness of polling a large number of people in the shortest possible time. There are two main varieties of the survey method: questioning, when it is mediated by the application of the questionnaire and interviewing, when it has the character of direct communication between the sociologist and the respondent.

- Questioning is a method of obtaining primary sociological information by means of written responses of respondents to the system of standardized answers to the questionnaire. Questioning is the most common type of survey in the practice of applied sociology. Types of questionnaires are diverse and grouped in pairs according to several characteristics. Depending on the number of respondents, there are two types of questioning: solid and selective. A continuous questionnaire provides for a survey of the total population of the persons studied, and for a sample survey only a part of the general population is sampled-a sample. This kind of questioning is the most common. Depending on the way the researcher interacts with the respondent, they distinguish between personal and correspondence surveys. Personal questioning provides for direct contact of the researcher with the respondent, when the questionnaire is filled in his presence.

This method of questioning has two advantages: first, it guarantees a complete return of the questionnaires and, secondly, allows to control the correctness of their filling.

A personal survey can be group and individual. Absentee questionnaire is characterized by the fact that the respondent answers the questions of the questionnaire in the absence of the researcher. According

to the method of delivery of questionnaires, respondents are distinguished by postal, press and distribution questionnaires. Post questioning is reduced to the fact that the questionnaires are sent to the respondents and returned to the researcher by mail. Its advantages lie in the simplicity of the distribution of questionnaires, the possibility of obtaining a large sample, the possibility of attracting a large number of people living in different regions and difficult-to-access areas simultaneously. The disadvantage of the postal questionnaire is the low percentage of return of the questionnaires, the distortion of the intended sample and the lack of confidence that the questionnaires were filled out on their own. There is a method for increasing the percentage of return of questionnaires, consisting in psychologically competent treatment of respondents, investing an envelope with writing a return address, sending reminders about the need to return a completed questionnaire,

- Observation. Observation is a method of psychological research, consisting in the deliberate, systematic and purposeful perception and fixation of behavioral manifestations, obtaining judgments about the subjective mental phenomena of the observed. During the observation, it is necessary to ensure such conditions so as not to distract the observed from the work, not to restrain his actions, not to make them less natural [4, p.86]. Observation is always characterized by some subjectivity; it can create an attitude that is favorable for fixing a significant fact, which generates interpretation of facts in the spirit of the observer's expectations. Improving the objectivity of observation is facilitated by the rejection of premature generalizations and conclusions, the multiple nature of observation, its combination with other methods of investigation.

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ПРОГРАММА «РАЗВИТИЕ КОМПЕТЕНЦИЙ ПЕДАГОГИЧЕСКОГО ОБЩЕНИЯ БУДУЩИХ ПЕДАГОГОВ» И УСЛОВИЯ ЕЕ РЕАЛИЗАЦИИ

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Аңдатпа

Бұл мақалада болашақ мұғалімдердің педагогикалық қарым-қатынас құзыреттерін дамыту бағдарламасы және оны жүзеге асыру шарттары көрсетілген. Бағдарлама теориялық дайындықтан практикалық қызметке кепілді, нәтижелі көшуді қамтамасыз ететін пәрменді құрал ретінде қарастырылады. Автор бағдарламаны әзірлеу үшін білім берудегі заманауи тәсілдердің тиімділігін талдайды.

Түйінді сөздер: педагогикалық қарым-қатынас, тәсіл, жағдайлар, болашақ мұғалім, педагогикалық практика.

Аннотация

В данной статье представлена программа развития компетенций педагогического общения будущих педагогов и условия ее реализации. Программа рассматривается как действенный инструмент, обеспечивающий гарантированный, результативный переход от теоретической подготовки к практической деятельности. Автором анализируется эффективность современных подходов в образовании для разработки программы.

Ключевые слова: педагогическое общение, подход, условия, будущий учитель, педагогическая практика.

Abstract

This article presents a program for developing the competencies of pedagogical communication of future teachers and the conditions for its implementation. The program is considered as an effective tool that provides a guaranteed, effective transition from theoretical training to practical activity. The author analyzes the effectiveness of modern approaches in education for the development of the program.

Key- words: pedagogical communication, approach, conditions, future teacher, pedagogical practice.