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ТУРКМЕНИСТАН – НОВЫЙ АКЦЕНТ ЭНЕРГЕТИЧЕСКОЙ ДИПЛОМАТИИ ФРАНЦИИ

В статье рассматривается деятельность французской компании «Тоталь» в Республике Туркменистан, которая находится в положении изоляции в вопросе экспорта своих природных запасов на мировой энергетический рынок. Сегодня экономика Туркменистана зависит от продажи природного газа, необходимого для Европы и Азиатско-Тихоокеанского региона. Основным партнером Туркменистана является Китай, вложивший более 20 млрд. долларов в транспортировку природного газа. Главными вопросами для Туркменистана считается диверсификация поставок природного газа и его транспортировка на европейский энергетический рынок, при активном сопротивлении России. Туркменский газ становится конкурентом российского газа в Европе. Автор рассматривает историю проникновения французской нефтегазовой компании Тоталь в Туркменистан, который становится новым объектом внимания французской дипломатии. Строительство Транскаспийского газопровода – главный приоритет Франции, представляющей интересы ЕС в Каспийском регионе.

Ключевые слова: дипломатия, углеводороды, Франция, Туркменистан, Транскаспийский газопровод.

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**FORMATION OF MOTIVATION
TO RESEARCH ACTIVITIES OF FUTURE TEACHERS**

Abstract

Motivation as the driving force of human behavior takes the leading place in the structure of personality. Motivation to research activities of future teachers - is a stimulation to creative activity, the process of awakening yourself and others to research work, impact on human behavior to achieve personal, collective and social goals. The model of formation of motivation to research activities of future teachers contains the main components: motivational-target, cognitive, operational-effective, evaluation. The motivational sphere includes positive motivation to the teacher's profession, awareness of the creative nature of professional activity, improvement of pedagogical skills, aspiration and readiness for self-improvement.

Keywords: *motivation, research activity, future teachers, creativity, experimental work, professional activity, efficiency*

1. Introduction

The sense of knowledge is orientation in the world, success in activity, search of the place and the statement in society. A person is involved in any activity only when he needs it, when he has certain motives for its implementation. The motive reflects the existence of certain needs that a certain activity can meet. Even imposed activities can be motivated. Of course, such motives are not to encourage effective and formal activities. Currently, the main task of the education system is to create the necessary conditions for education aimed at the formation, development and professional development of the individual on the basis of national and universal values, achievements of science and practice. We proceed from the assumption that any activity, in general, and research, in particular, is formed on the basis of broad theoretical knowledge, on the so-called indicative basis. The new school requires a new philosophy of education that provides humanistic orientation, in-

creasing the role of the cultural component in the school reality, changes in the environment of the participants of the educational process, from the unquestioned authority of the teacher to collegiate understanding and interaction, as well as overcoming the inertia of the "subordinate consciousness" in relation to its activities-waiting for instructions and recipes in solving specific situational problems should yield to amateur, initiative.

2. Materials and methods

In psycho-pedagogical science it is deeply studied the formation of professional research culture in the education system (Isaeva Z. A., Taubaeva Sh. T[3]), the methodology of scientific research activities (Krayewski V. V.[5], the research culture of teachers (Babanskij IU. K., Gershunsky B. S., V. I. Zagvyazinsky, V. A. Slastenin, Shchukin G. I.). Stable cognitive interest of teachers, their motivation-one of the criteria for the effectiveness of the pedagogical process. Motivation is a cyclic process of continuous mutual influence, transformation, in which the subject and the situation mutually influence each other, resulting in a particular direction. The formation of motivation for research activities can be called one of the Central problems of modern education. Its relevance is caused by educational process, updating of the contents of education, formation at teachers of creative activity. To identify the nature of motivation means to determine the measures of pedagogical influence, ways of working with students. The motivational sphere of a person is quite diverse. To study such a complex characteristic and to develop a diagnostic technique, it is important to identify certain content blocks that reflect the most essential components in motivation. The unwillingness of the future teacher to regularly update the scientific and pedagogical knowledge leads to the use of traditional, not changing decades of models of the educational process, and therefore in such conditions, students do not form a readiness for continuous self-education, necessary for a modern specialist. The formation of professional interest contributes to the positive attitude of students to the chosen specialty, so its formation is facilitated by teaching methods aimed at the development of educational activity of students and maintaining their interest throughout the period of study.

3. Results

To study such a complex characteristic and to develop a diagnostic technique, it is important to identify certain content blocks that reflect the most essential components in motivation. The predominant nature of motivation for research activities is mediated by the leading needs, values and orientations of the teacher, his life and professional position, the meaning of professional activity, the degree of development of reflexive consciousness and identity. One of the tasks is to develop a model of formation of motivation for research activities of future teachers. The process of formation of research activities of the individual is determined by the research capabilities of the teacher. In particular, his ability to analyze and summarize, prove and refute, substantiate knowledge, formulate and find solutions to problems, formulate and test hypotheses, as well as knowledge of the methodology of specific studies.

After studying the research activities of the teacher at the present stage of development of philosophical and psychological and pedagogical literature, we have developed a model of formation of motivation for research activities of the future teacher.

The content of the research activities of teachers should be focused, on the one hand, on the development of pedagogical science as a system of theories in the field of education, on the other – the development of the logic of the research process. In this regard, it is important to create an innovative-reflexive environment that promotes the adoption of future teacher reflexive-innovative interaction as a value.

Based on the above, we have defined the following principles for creating an innovative-reflective environment in the process of formation of innovative skills of future teachers:

- the principle of integrity involves the formation of the studied skills is carried out through the actualization of one of the most integral properties of the phenomenon, and all the rest are considered as elements necessary components of this integrity;

- the principle of cultivation of reflection through the use of symbolic and cultural analogues, special issues and other means;

- the principle of transformation, containing normative support for innovative forms of activity, their widespread use and in one form or another.

Thus, in our opinion, the innovative-reflexive environment should create conditions for self-realization of spiritual forces of the individual and ensure reproduction of innovative potential. At the same time, the motivation of future teachers should be aimed at overcoming negative stereotypes in their minds with regard to innovations and the formation of a problem consciousness that allows to see the problems of their own activities. It is important to have moral and material incentives, while maintaining a competitive spirit that encourages development. It is also important to create motives in innovation through their awareness of their own problems. In this case, this process will have a personal meaning, will be carried out consciously and the motive will be stable.

Motivational-target component reflects motivational-value attitude to activity. Therefore, the motivational sphere contains interest in the modern level of theoretical knowledge, interest in research, interest in innovative processes of pedagogical practice.

The cognitive component involves research and teaching activities based on pedagogical thinking, evaluation and selection of innovations analysis of educational activity changes.

The operationally effective component reveals the practical activity, which is expressed in the degree of mobilization, information, communicative, research, development, diagnostic, orientation and prognostic skills of future teachers.

The evaluation component is one of the leading in the system of value orientations of the future teacher's personality. Analytical activity is a form of reflection and attitude to the subject of knowledge from the point of view of needs and is characterized by prognostic opportunities, gives the pedagogical process relevance and prospects, effectiveness and efficiency.

The main goal of the propaedeutic stage is to create a positive motivation for professional activity. The purpose of the second stage, the educator, should be the awareness of future teachers of the system of theoretical knowledge about research activities, the theory of the holistic pedagogical process, the structural and functional components of pedagogical activity. At this stage, the formation of the theoretical foundations on the basis of which research skills are developed. Professional abilities of future teachers are also developed, the need for independent pedagogical activity is formed. The third stage, integrating, systematizes theoretical knowledge, promotes the integration of various types of teaching activities and involves the testing of professional activities. Independent study by future teachers of scientific and pedagogical literature in preparation for classes, publication of pedagogical articles, the creation of training programs and the release of manuals contributes not only to the actualization of the necessary theoretical knowledge about the object of activity, but also to their expansion and deepening, which will improve their practical application. The fourth stage: the final stage. The task of this stage is to determine the real level of motivation of research activities of future teachers, forecasting and designing further work on the formation of positive motivation. The process of formation of positive motivation of future teachers goes through the following stages: awareness of their own professional values and the grounds of pedagogical activity; analysis of their own pedagogical insufficiency; building their own professional activities regarding the educational system; testing themselves in the new technology of pedagogical activity. The results of the study driving forces of the activities of the future teachers have to show that the main motives are the desire to achieve professional success, the affirmation of the self in the profession and a desire to express creativity in the work.

4. Discussion

The problem of research is to find ways to bridge the gap between the growing needs of society in creative teachers and the predominance of formal approach to the development of research activities of students in pedagogical institutions. The modern practice of the higher pedagogical school is not yet focused on the effective use of its existing conditions in full (including in research activities), contributing to the development of the creativity of future teachers. One of the reasons is the lack of an appropriate holistic pedagogical theory and an effective model of its implementation in the practice of education. Research activities as part of the educational teaching process, and ba-

sed on our own research activity, the actual problem and the heuristic potential of the work performed, we selected as benchmarks for the development of creativity in the process of research activities, has significant capabilities that can have a major impact on the development of creativity of future teachers. The success of the formation of motivation for the research activities of future teachers is determined by the action of General pedagogical factors: orientation of the educational process of the University on the individuality of the student, taking into account its internal needs for self-determination, self-expression and self-affirmation in all types and forms of work; preparation of the teacher to organize the creative activity of students.

Development of creativity of future teachers in the process of research activities is possible under the following conditions: filling the content of teaching practice research forms of work, implementation in the process of joint research activities of interaction between the teacher and the student. The main thing in the existence of any organization is to achieve the goals. And if the goals are to be achieved by a large group of people, there is a serious problem: how to organize the work of both experienced and young teachers to implement the main goal - to prepare a competitive specialist? The intensity of educational activity depends to a significant extent on the motives of the teaching of students and the motives of the professional activities of teachers. The process of forming a professional position of teachers is the following stages: awareness of their own professional values and the grounds of pedagogical activity; the transformation of trade patterns, analysis of their own professional failure; testing yourself in new technologies educational activities; the alignment of the image itself in its professional activity about the educational system. Motivation is one of the fundamental problems both in domestic and foreign pedagogics and psychology. Its importance for the development of modern pedagogical psychology is associated with the analysis of sources of human activity, motivational forces of his activities, behavior. In General, the motive is what defines, stimulates, induces a person to commit any act, included in defined by this motif activity. For the study of motivation, there are various approaches to the study of motives and needs. Conscious motives are evaluated by direct or indirect questions directly aimed at determining motivation. Motives are plural because of the development of human needs and the means to meet them. The realization of any need is associated not with one, but with a set of homogeneous motives.

5. Conclusions

Thus, the need can give rise to many completely different motives.

In its development, the motive goes through the following stages:

1. The formation of the primary needs and motives.
2. Search activity associated with the search for possible means to meet the needs in these circumstances.
3. The choice of specific means of meeting needs and the formation of the intention to achieve a certain goal.

Needs, followed by the motives of professional activity are formed under the influence of internal and external factors. Needs represent the value system of the person (ideals, impulses, tendencies, dreams, and other components that characterize his internal world). At its core, the values are the needs that in the process of human life have become relatively stable and determines in situations of complex personal or professional choice. The formation of human motives that ensure their activity to achieve the goals is a process of motivation. In relation to pedagogical activity, the motivational sphere is divided into two groups. The first group of motives is laid in the learning activity itself: the motives associated with the content of the teaching and the motives associated with the process of teaching itself. The second group of motives related to what lies outside the educational activity: – socially significant motives: motives of duty and responsibility to society, teacher, parents, etc.; – motives of self-determination (understanding the values of knowledge for the future, the desire to prepare for future work, etc.) and self – improvement (to develop as a result of the teaching); – interpersonal motives: the desire to get approval, good marks (motivation of well – being): the desire to be the first student, to take a worthy place among friends (prestigious motivati-

on); – negative motives: the desire to avoid trouble on the part of teachers, parents, classmates-motivation to avoid trouble.

Thus, the future teacher will be actively involved in research activities only when he has a motive to participate in it. The predominant nature of motivation for research activities is mediated by the leading needs, values and orientations of the teacher, his life and professional position, the meaning of professional activity, the degree of development of reflexive consciousness and identity.

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Резюме

Формирование мотивации к исследовательской деятельности будущих учителей. Исследовательская деятельность педагога выявляет готовность к профессионально-личностному развитию, и сама вырабатывает, формирует такую готовность при определенных условиях ее организацию. Устойчивый познавательный интерес педагогов, их мотивация – один из критериев эффективности педагогического процесса. Формирование мотивации на исследовательскую деятельность можно назвать одной из центральных проблем современного образования. Ее актуальность обусловлена учебно-воспитательным процессом, обновлением содержания образования, формированием у педагогов творческой активности.

Formation of motivation to research activities of future teachers. Research activity of the teacher reveals readiness for professional and personal development and develops itself, forms such readiness under certain conditions its organization. Stable cognitive interest of teachers, their motivation – one of the criteria for the effectiveness of the pedagogical Process formation of motivation for research activities can be called one of the Central problems of modern education. Its relevance is caused by educational process, updating of the contents of education, formation at teachers of creative activity.

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БОЛАШАҚ МҰҒАЛІМДЕРДІҢ ЗЕРТТЕУ ҚЫЗМЕТІН ҢНТАЛАНДЫРУДЫ ҚАЛЫПТАСТЫРУ

Адамның мінез-құлқының қозғаушы күші ретінде мотивация жеке тұлғаның құрылымында жетекші орын алады. Болашақ мұғалімдердің ғылыми-зерттеу қызметін ынталандыру – шығармашылық қызметті жетілдіру, өзін-өзі және басқаларды зерттеу жұмыстарына жұмылдыру, жеке, ұжымдық және әлеуметтік мақсаттарға қол жеткізу үшін адам мінез-құлқына әсер ету. Болашақ мұғалімдердің бойында зерттеушілік қабілетті қалыптастырудың негізгі компоненттері: мақсатты-ынталандыру, когнитивтік, операциялық-іс әрекеттік, бағалау. Мотивациялық сала мұғалім мамандығын ынталандыруды, кәсіптік қызметтің шығармашылық сипатын, педагогикалық шеберліктің артуын, ұмтылысын және өзін-өзі жетілдіруге дайындығын қамтиды.

Мақаланың мәнін ашатын сөздер: ынталандыру, зерттеу қызметі, болашақ мұғалімдер, шығармашылық, эксперименталдық жұмыс, кәсіби қызмет, тиімділік.

БАЙЖАНОВА, С.А., БАЛГАБАЕВА, Г.З., ЛИ, Е.Д.

ФОРМИРОВАНИЕ МОТИВАЦИИ К ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ БУДУЩИХ УЧИТЕЛЕЙ

Мотивация как движущая сила человеческого поведения занимает ведущее место в структуре личности. Мотивация к исследовательской деятельности будущих учителей – стимулирование к творческой деятельности, процесс пробуждения себя и других к исследовательской работе, воздействии на поведение человека для достижения личных, коллективных и общественных целей. Модель формирования мотивации к исследовательской деятельности будущих учителей содержит основные компоненты: мотивационно-целевой, когнитивный, операционно-действенный, оценочный. Мотивационная сфера включает в себя положительную мотивацию к профессии учителя, осознание творческого характера профессиональной деятельности, повышение педагогического мастерства, стремление и готовность к самосовершенствованию.

Ключевые слова: мотивация, исследовательская деятельность, будущие учителя, творчество, опытно-экспериментальная работа, профессиональная деятельность, результативность.

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КАЗАХСТАНСКИЙ СЛЕД ГЕРЦЕНОВСКОГО «КОЛОКОЛА»

Аннотация

В современном герценоведении казахстанская тематика практически не просматривается. На основе обнаруженных источников автором настоящей статьи анализируются публикуемые в «Колоколе» А. Герцена материалы о Казахстане и возможные их корреспонденты, выявляется степень распрос-транненности газеты, что позволяет с определенной долей достоверности признать наличие казахстанского следа в герценовском издании.

Ключевые слова: Колокол, власть, казачество, чиновники, произвол, информация, переписка.

Введение

Осенью 1990 года мне пришлось выступить на научных чтениях в Саратовском университете, посвященных памяти профессора А.П.Скафтымова, с темой доклада – ««Колокол» А.Герцена и Казахстан.» Прослушав его, руководитель секции профессор И.В.Порох был удивлен совершенно новым направлением в герценоведении, а именно казахстанской проблематикой в творчестве известного русского писателя, публициста, философа и общественного деятеля.

Имя А.И.Герцена уже подзабыто многими, даже не все студенты исторического факультета могут его назвать. Между тем, трудно представить себе русскую общественную жизнь XIX века вне сферы его деятельности. Мы, однако, не намерены развивать тему наследия писателя, а в рамках дозволенного объема настоящим сборником, коснемся одного лишь эпизода, обозначенного темой саратовского доклада.

Основная часть

Нельзя сказать, что исследователям творчества А.Герцена определенное выше направление было ново. В разное время тема попадала в поле их зрения, разбиваясь на ряд частных фрагментов, но никак не выходя на анализ в качестве общей проблемы [1]. Еще в 1960-е годы проблема в ее комплексном варианте вышла на уровень предпринятого нами диссертационного исследования, чему в немалой степени способствовало привлечение массового архивного материала и публикации факсимильного издания «Колокола» [2].