

and abilities», «research activity». Describes some aspects of the organization of the educational process and indicates the need for pedagogical influence on the process and content of research activities, which determines the formation of younger students research skills. The authors propose a technological map of an optional lesson on the formation of research skills and abilities for primary school students.

Keywords: research, research activity, skills, research skills, Junior high school student.

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THE TECHNOLOGY OF TEACHING A FOREIGN LANGUAGE IN A TECHNICAL UNIVERSITY

Abstract

This work studies the problems of teaching foreign languages in modern education, namely in technical universities, are studied. The article highlights the features of modeling the system of teaching foreign languages. The purpose of the article is to study models of teaching in pedagogy and didactics, using examples proposed by various scientists on the methodology of teaching foreign languages in technical universities. Some methodological principles and features of teaching a foreign language at a technical university are considered, based on the criterion for the development of professional competence. The current technologies of teaching a foreign language to students in higher technical school are highlighted, the final result of which is the transition from mastering language means to the formation of speech skills in students and the development of speech skills. The specificity of the contingent of students of a technical university is that the curriculum includes mastering a foreign language as a means of further self-education and self-development, and modern youth are well aware of the advantages of knowing a foreign language. The paper analyzes modern foreign language teaching in a technical university within the framework of a personality-oriented educational approach, on the basis of different methodological approaches, discloses the concepts of the educational process as a system consisting of the proposed structural components - the hierarchy of learning goals, information technology support of the educational process, student, teacher. The characteristic features of the system of teaching foreign languages in technical universities, which takes into account the peculiarities of the educational space of a modern university, are highlighted and described. The introduction of this system will bring the teaching of foreign languages to a new level that meets the modern requirements for training specialists.

Keywords: methodological principles; competence; professional-pedagogical culture; a system of teaching foreign languages; pedagogical system; modeling; systems of language learning; technical universities.

Introduction. The relevance of the article. The question of the application of methodological principles and features of teaching a foreign language in a technical university is becoming more and more urgent. The application of methodological principles in teaching foreign languages implies not only the practical application of modern technical means and technologies but also the use of new forms and methods of teaching a foreign language and an approach to the learning process in general. This work studies the problems of teaching foreign languages in modern education, namely in technical universities. The article highlights the features of modeling the system of teaching foreign languages. The scientific significance

of the undertaken research is determined by the insufficient development and inconsistency of the existing theoretical concepts and empirical results of research into the process of teaching foreign languages in technical universities. We have developed a system of teaching foreign languages in technical universities, which takes into account the peculiarities of the educational space of a modern university. The introduction of this system will bring the teaching of foreign languages to a new level that meets the modern requirements for training specialists. The purpose of the article is to study models of teaching in pedagogy and didactics, using examples proposed by various scientists on the methodology of teaching foreign languages in technical universities.

In the modern world, with the expanding international contacts of Kazakhstan with the countries of near and far abroad in various spheres and areas, as well as with the increasing importance of foreign languages in the life of a modern person and excellent prospects for specialists with linguistic knowledge, the urgent need to ensure high-quality training of competent specialists that meet the requirements of today, namely, specialists with excellent linguistic knowledge, professional and personal competencies, capable and striving to constantly improve the acquired knowledge and competencies. In this regard, the problem of modelling the training system a foreign language, being relevant, determines a multifaceted, detailed study of its factors.

The process of teaching foreign languages at a technical university has a multi-level structure, which consists of the first basic level, the second professionally-oriented level and the third level of a foreign language for scientific purposes (master's and postgraduate studies). When studying the needs and specifics of the language of the professional sphere of communication, it is necessary to identify the content and general communication tasks, the solution of which will contribute to meeting the needs characteristic of any professional activity [1].

The provision of adapted program material to students of technical specialties faces several difficulties due to the transformation

in social, educational functions, ideological attitudes. Since very often English-language training is carried out within the framework of the traditional training system, it turns out to be insufficient to solve the problem of interest in learning a language at a conscious level, understanding the need to use it both in a professional environment and in everyday communication. The difficulties are explained by the traditional methodology and practice of organizational forms of teaching a foreign language [2].

In non-linguistic universities, it is necessary to include systematized teaching materials on linguistic and cultural topics, the culture of communication in programs for studying a foreign language, which contributes to diversifying the communication skills of comprehensively developed specialists.

Unfortunately, there is no continuity between the school and the university, moreover, a sufficient number of applicants with poor language training enter non-linguistic universities, the teacher deals with groups of students with different levels of training, which leads to unequal assimilation of the material.

Also, programs for the study of a foreign language in non-linguistic universities should contain additional systematized educational materials on linguistic and cultural topics, the culture of communication to expand the communicative capabilities of future specialists.

Based on the foregoing, it is important to note that there is a need to develop such curricula for students of non-linguistic specialties that would teach them the professional ability to build spoken language based on the interaction of various approaches and teaching methods based on high-quality authentic educational tools [3].

Methodology. The concept of a system has undergone a long historical evolution and since the middle of the twentieth century became one of the key philosophical-methodological and special-scientific concepts. In pedagogy, the concept of a system is used in the construction of various systems of training and education. T.A. Ilyina proposes to consider the system in the theory of learning as an ordered set

of interrelated elements, isolated based on certain features, united by a common goal of functioning and unity of control and acting in interaction with the environment as an integral phenomenon. Dictionary-reference book on pedagogy gives the following definition of the pedagogical system - «a certain set of interrelated means, methods and processes necessary to create an organized, purposeful and deliberate pedagogical influence on the formation of a personality with given qualities» [4].

The system of teaching a specific discipline is a concretized model of a special professionally-oriented learning environment. Analysis of the literature and various models has shown that the educational environment and the learning system refer to the same concept. The term educational environment has a broader meaning, it is more often used in pedagogy, learning theory, technical sciences, computer science, and we often find the learning system in teaching methods. However, when defining the components of the environment and the system, the same concepts are called. Defining education as a system I.A.Zimnyaya adheres to N.V.Kuzmina's definition of the pedagogical system as «a subsystem in the general education system correlated with the educational process. It, in turn, has its subsystems, in general, characterized by five structural elements (goal, educational information, means of communication, students and teachers)» [5, P.79].

V.I.Zagvyazinsky proposes to consider the methodological system as «the unity of goals, content, internal mechanisms, methods and means of a specific way of teaching» [6, P.112]. For example, the goal of learning is the assimilation of facts or the description of phenomena, then the leading psychological mechanism of learning, according to V.I.Zagvyazinsky, will be an association, and the main types of activity are perception, comprehension, memorization and reproduction. The appropriate teaching methods are presentation, reading, reproducing conversation, viewing illustrations. Taken together, we get a system of explanatory-illustrative, reproductive learning. V.I.Zagvyazinsky proposes to distinguish between dogmatic training, reproductive

training, suggestionopedia, relaxationopedia, hypnopedia.

S.D.Smirnov, I.A.Volodarskaya, A.M.Mitina propose to consider the pedagogical system as a set of pedagogical goals, the way of their interconnection and the ratio of educational and educational components in them [7, P.86].

In the methodology of teaching foreign languages, the concept of a teaching system is one of the basic categories and is interpreted as «a set of basic components of the educational process that determine the selection of educational material for classes, the forms and methods of its presence in the classroom, methods and means of teaching [8, p.89]. The listed components are considered as backbone factors since they: 1) are aimed at achieving a single goal – language teaching; 2) are closely related to each other and are present in each specific type of educational activity; 3) are formed under the influence of the environment, which dictates the requirements within the framework of the social order of society; 4) unite with each other through training as a formative component of the system.

Considering the concept of a teaching system concerning foreign languages, we present the general scheme of the methodological system of intensive teaching of foreign languages, proposed by one of the classics of methodological science G.A.Kitaygorodskaya. It consists in improving the general communication ability of the listeners, including their writing skills; in enriching their teaching experience; in the experience of creative behaviour when performing various creative tasks; in acquaintance with some German scientific sources, with some approaches and concepts; as well as in vivid emotional experiences and expanding the life experience of listeners [9, P.56]. The purpose of teaching a foreign language using the intensive method is to teach speech communication, ie speech interaction in a foreign language, including scientific speech, and learning «a lot» occurs in a relatively short time [10, P.87].

The learning objectives, being influenced by

the methodology and environment, determine the content of the academic subject, which makes it possible to identify adequate means and methods and further determine the interaction between the teacher and the learners.

A.N.Shchukin proposed another interpretation of the methodological system of teaching foreign languages [8]. All components of the training system (organizational forms, goals and objectives, approaches, process, training, content, means, methods, principles) are in a certain hierarchical relationship with each other, but the dominant role within this system, according to A.N. Shchukin, belongs to the goals learning, which is formed under the influence of the environment and influence the choice of approaches to learn, methods, principles, means and organizational forms of learning. This approach combines with the previous dominance of learning objectives. A.V. Shchepilova considers the system of teaching foreign languages as «a structurally organized unity of objects involved in the learning process, which has the properties of integrity and interconnection» [11, p.54]. This author proposes to distinguish goals, objectives, content, methods, technologies and techniques in the teaching system.

Discussion. Consideration of various approaches to the definition and component composition of the concepts of methodological system, pedagogical system and training system allows us to draw the following conclusions:

– the listed concepts are used by various authors for designation of similar phenomena, in the pedagogical system more emphasis is placed on teaching and upbringing, and in the methodological system – on teaching;

– there is no clear border between the listed concepts;

– most authors recognize the interconnectedness and equality of all components of the training system, noting the importance of goal-setting;

– the component composition of the proposed systems in terms of content is identical even in cases where the learning objectives differ.

Thus, having considered in comparison the teaching systems offered by different authors for different purposes of teaching foreign languages, we will offer our vision of the system of teaching foreign languages in a technical university.

To implement innovative teaching of a foreign language at a technical university within the framework of a personality-oriented educational paradigm and based on the above methodological approaches, we propose to consider the educational process as a system consisting of four structural components: the hierarchy of learning objectives, information technology support of the educational process, a student and a teacher.

The proposed system, in contrast to those discussed above, consists of 4 components. The traditionally shared components – the content of the academic discipline and the organization of training – are proposed to be combined into one component following the integral approach – information technology support of the educational process. Such integration is necessary because these components cannot exist in isolation: learning technologies do not make sense without subject content, and learning content is implemented only in technologies. Learning information only makes sense in the learning process.

A personality-oriented innovative system of teaching foreign languages reveals the updated content of already known components of the methodological system and we see it in defining another target, content and procedural characteristics of the teaching system. The hierarchy of learning objectives is considered by us as the main component associated with all the others. The student as a person participates in determining the goals and content of education to the extent that this education is necessary for the person himself, and not only is set by society from the outside in the form of established standards. As noted above, goal-setting in an innovative system of teaching foreign languages should be presented in the form of a hierarchy of goals: the goals of the state, the goals of the higher education system

and the goals of the individual.

In an innovative system of teaching foreign languages, educational standards should be combined with a personal self-developing beginning.

A student studying a foreign language at a technical university is the next component of the system. The proposed system considers the student as a subject of educational activity. I.A.Zimnyaya defines the student body as «a special social category, a specific community of people, organizationally united by the institution of higher education» [5]. The merit of the very formulation of the problem of students as a special socio-psychological and age category belongs to the psychological school of B.G.Ananyev. In the studies of B.G.Ananyev, N.V.Kuzmina, Yu.N.Kuljutkin, A.A.Rean, E.I.Stepanova, as well as in the works of P.A.Prosetsky, E.M.Nikireev, V.A.Slastenin, V.A.Yakunin and other researchers have accumulated a large empirical material of observations, the results of experiments and theoretical generalizations on this problem are presented. The data of these numerous studies allow us to characterize the student as a special subject of educational activity from a socio-psychological and psychological-pedagogical position. Student age (18-25 years old) is a special period in a person's life. L.S.Vygotsky believes that «according to the general meaning and according to the basic laws, the age from 18 to 25 is more likely the initial link in the chain of mature ages than the final link in the chain of periods of child development» [12, p.65]. This means that study assignments are always simultaneously aimed both at understanding, comprehending, and at memorizing and structuring the assimilated material in the student's memory, its preservation and purposeful actualization.

Students in comparison with other groups of the population are distinguished by the highest educational level, the most active consumption of culture and a high level of cognitive motivation. At the same time, students are a social community characterized by high social activity and a combination of intellectual and social maturity. Taking into account this peculiarity of

the student is the basis of the teacher's attitude towards each student as a partner in pedagogical communication. Within the framework of the personality-activity approach, the student is considered as an active subject of pedagogical interaction, independently organizing his activity, whose personality structure is shown. It is characterized by a specific orientation of cognitive and communicative activity towards solving specific professionally-oriented tasks. An essential indicator of a student as a subject of educational activity is his ability to perform all types and forms of this activity. However, the results of special studies show that most students do not know how to listen to and write down lectures, take notes (in most cases, only 18-20% of the lecture material is recorded). According to V.T.Lisovsky, 28.8% of students can speak in front of an audience, 18.6% can argue competently, and 16.3% can analyze a problem. The competency-based approach also implies the presence of a foreign language communicative competence formed as a result of the previous stage of education at school (lyceum, technical school). The model of foreign language communicative competence includes communicative, linguistic, speech, sociolinguistic, sociocultural, social, strategic, discursive and subject competences. Each of the components already has a certain level of formation by the time of the beginning of learning a foreign language. It is about the formation of a new level or the development and improvement of existing ones.

We propose to consider cognitive styles as the most important component of the student's personality by the style approach, which was discussed in the first chapter. Such important psychological characteristics of a student as channels of perception, psychological types and styles of thinking, which B.L. Leaver proposed to call a profile, should be investigated and taken into account. Using an integrated approach, it is not necessary to consider not all possible variations of the set of profiles, but how the various features and traits of the styles work together, how and when they intersect, creating each of the unique learning situations. We propose to call this the cognitive style since

all these characteristics are reduced to one thing - the process of cognition in educational activities.

A foreign language teacher is the next component of an innovative teaching system. Let's pay attention to the fact that the teacher's "model" is similar to the student's "model". The difference lies, firstly, in the level of competence formation, and secondly, in the fact that the teacher's foreign language communicative competence is part of the professional competence.

Thirdly, the socionic type is singled out separately, since this most important integral characteristic is important in the educational process, first of all, in interaction with students, both personal and educational. As part of the block of competencies, we will single out the methodological, general cultural and professional components. The professional competence of a foreign language teacher consists of psychological, pedagogical, philological competence.

To determine the competence of a teacher, we will use the following definition: "The competence of a teacher is the teacher's possession of the necessary amount of knowledge, abilities and skills that determine the formation of his pedagogical activity, pedagogical communication and the personality of the teacher as a carrier of certain values, ideals and pedagogical consciousness" [13, P.129].

Using this definition, let us clarify that by the psychological competence of a teacher we mean the possession of the necessary amount of psychological knowledge, skills and abilities, implemented in the course of a practical lesson. We define pedagogical competence as a teacher's possession of the necessary volume of pedagogical knowledge, skills and abilities that determine the success of his pedagogical activity and pedagogical communication. Philological competence is considered as a teacher's possession of a high level of knowledge, skills and abilities in foreign language teaching. General cultural competence is a level of education sufficient for self-education and independent solution of cognitive problems arising in this case.

Psychological competence is assessed by the following parameters: the formation and development of interest and motivation of students in the classroom; creating and maintaining an optimal psychological climate for the class; possession of psychological levers of management of students' activities; knowledge and consideration of individual psychological characteristics of students; predominance of the «teacher-student» communication style in the classroom; predominance in the class of the style of interpersonal communication.

Pedagogical and methodological competence is measured by the following parameters:

- readiness for the lesson; the ability to plan lessons, formulate the goals of the lesson; the degree of realization of the learning objectives;
- possession of the typology of tasks and exercises, techniques, methods, techniques and technologies;
- competence in the selection of the content of the lesson; frequency and validity of the use of TTA and new information technologies;
- variability of organizational forms used in the educational process;
- dynamism in conducting classes; rationality of the distribution of study time between different types of activities; competence in exercising control;
- the ability to improvise; possession of skills in conducting educational documentation.

To determine philological competence, the following parameters are used:

- a high level of formation of all components of communicative competence;
- the ability to create a foreign language environment in a practical lesson.

General cultural competence of a foreign language teacher includes erudition in various fields; general level of culture. The implementation of innovative teaching is possible under the appropriate socio-economic conditions and a high level of professionalism of teachers, their intellectual pedagogical culture in the broadest sense of the word. Using the integral approach, it is possible to present the phenomenon of pedagogical culture as an integral quality of the personality of a professional teacher,

as a condition and prerequisite for effective pedagogical activity, as a generalized indicator of the teacher's professional competence and as the goal of professional self-improvement. D.I.Chernilevsky defines professional-pedagogical culture as "the measure and method of creative self-realization of the personality of a university teacher in various types of pedagogical activity and communication aimed at mastering, transferring and creating pedagogical values and technologies" [13, P.89]. The formation of the pedagogical culture of a higher school teacher presupposes mastering the technology of pedagogical communication, pedagogical innovations, methods and methods of organizing the educational, scientific activities of students, and the technology of managing their professional activities. The innovative orientation of the formation of the professional and pedagogical culture of a university teacher implies his inclusion in the activity of creating, mastering and using pedagogical innovations in the practice of teaching and educating students, creating a certain innovative environment at the university. The need for an innovative orientation of the pedagogical activity of a university teacher is determined by several circumstances. First, the innovation orientation is a means of updating the policy in the field of training highly qualified personnel. Secondly, the strengthening of the humanization of the content of higher education, the continuous change in the volume and composition of academic disciplines, the introduction of new specialities requires a constant search for new organizational forms and learning technologies. Thirdly, a change in the attitude of teachers to the very fact of mastering and applying pedagogical innovations. If the earlier innovative activity is limited to the use of innovations recommended from above, now it is acquiring a more selective research character. Fourthly, competitiveness is currently the most important factor not only for the university but also for teachers within the university in the presence of courses and subjects studied by choice.

Another feature of the activity of a teacher of foreign languages at a technical university is the specificity of the contingent of students with

whom it is necessary to work. It is about teaching the humanities at a technical university. The specificity of the contingent lies in the fact that students of a technical university chose to study disciplines directly opposite to the humanities, but the training program also includes mastering a foreign language as a means of further self-education and self-development, as well as a means of communication. That is, initially there may be no intrinsic motivation, although modern youth are well aware of the advantages of knowing a foreign language. Consequently, for such a contingent, characterized by a diverse orientation of motivation, a new type of teacher is needed, working in an innovative education system, combining the discipline foreign language in teaching and its practical application in the activities of a specialist. In teaching a foreign language, it is necessary to integrate the language and speciality, which makes it possible to implement an integrated approach. Following the integral approach, a teacher working in the system of innovative education must have a certain level of competence formation in the speciality he teaches students. A certain specialization of the teacher is required, which can be formed in the process of work over several years in groups of the same speciality. Practice shows that this problem is not insoluble. Of course, a teacher cannot master another technical speciality to fully teach students a language for special purposes. In our opinion, some initial knowledge is enough to bring the teacher closer to the speciality he teaches students.

For example mastery of the terminological apparatus of a given technical discipline, knowledge of the general scientific picture of the world, mastery of the philosophical foundations of modern science, mastery of the methods of logical reasoning, giving examples, moving from general to particular, etc.

Also, it is necessary to master the skill of organizing and stimulating discussion, reasoning, which will allow the teacher only to "direct" and "manage" the process, while remaining an observer.

Results. So, which method is more effective and the best, most successful for teaching a

foreign language? To answer this question, each teacher must expand the information about the methods to help themselves in choosing a method and training system and learn how to apply it in practice.

The successful work of a teacher can be divided into three sections:

1. Teaching / Student interaction at the lesson – teach/interact with students in the classroom.

2. Activities and materials (Content of the lesson) – constantly change activities and materials during the lesson.

3. Criteria of the effectiveness of the lesson – determine the criteria for the effectiveness of the lesson.

The above parts were highlighted by us, since the assessment of the lesson, from the point of view of effectiveness, begins with visual perception: the interaction of the teacher and the student, procedure, materials and activities [14].

The last component of the system of teaching foreign languages is information technology support of the educational process. This component contains answers to numerous questions concerning the organization of the educational process. Information technology support of the educational process is a set of information and technological components, interconnected functionally and structurally, and aimed at realizing the goals of the educational process. This is a didactic system consisting of two components. The first component – informational – is implemented in the educational process within the framework of the didactic complex of information support of the academic discipline. The second component is technological; it is implemented through the teaching technology designed and implemented by the teacher. The systematic use

of both components in their relationship and interaction, taking into account technical and human resources, allows the teacher to organize active information interaction with students to guarantee the achievement of didactic goals.

The level of knowledge of the graduate directly depends on the teacher, who must rely on modern literary sources and reliable resources of the Internet, use innovative technologies and modern systems and means of assessing students' work, implement a personality-oriented approach in teaching foreign languages, use a systematic approach when teaching foreign languages in a technical university so that the graduate of the university was competitive in the labour market [15].

Conclusion. We concluded that the high-quality acquisition of the English language in non-linguistic universities should be conditioned by the general objectives of the content, methods, means, as well as educational activities in the field of language practice and harmonious joint work in the educational team. Students should develop an interest in independent work, the ability of self-control, the ability to assess their activities in the learning process and at the end of the study of program material, using different types of control by the teacher, provide students and teachers with materials from various information sources. Thus, we presented a system of teaching foreign languages in engineering and technical universities, which takes into account the peculiarities of the educational space of a modern university. The implementation of this system will bring the teaching of foreign languages to a new level that meets modern requirements for the training of specialists.

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Техникалық университетте шетел тілін оқыту технологиялары

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Аңдатпа

Бұл жұмыста қазіргі заманғы білім беруде, атап айтқанда техникалық ЖОО-дарда шет тілдерін оқыту проблемалары зерттелген. Мақалада шет тілдерін оқыту жүйесін модельдеу ерекшеліктері көрсетілген. Мақаланың мақсаты - техникалық университеттерде шет тілдерін оқыту әдістемесі бойынша әртүрлі ғалымдар ұсынған мысалдарды пайдалана отырып, педагогика мен дидактикадағы оқыту үлгілерін зерттеу. Кәсіби құзыреттілікті дамыту критерийі негізінде техникалық университетте шетел тілін оқытудың кейбір әдіснамалық қағидаттары мен ерекшеліктері қаралады. Жоғары техникалық мектепте студенттерді шет тілін оқытудың өзекті технологиялары атап көрсетілген, олардың түпкі нәтижесі тілдік құралдарды меңгеруден студенттердің сөйлеу дағдыларын қалыптастыруға және сөйлеу дағдыларын дамытуға көшу болып табылады. Техникалық ЖОО-ның студенттері контингентінің ерекшелігі - оқыту бағдарламасы шет тілін одан әрі өзіндік білім беру және өзін-өзі дамыту құралы ретінде меңгеруді қамтиды, сондай-ақ қазіргі жастар шет тілін меңгерудің артықшылықтарын жақсы түсінеді. Бұл жұмыста тұлғаға бағдарланған білім беру тәсілі шеңберінде техникалық ЖОО-дарда шет тілін оқытудың қазіргі заманғы талдауы әр түрлі әдістемелік тәсілдер негізінде ұсынылған құрылымдық компоненттерден тұратын жүйе ретінде білім беру процесінің тұжырымдамалары ашылады. Олар: оқу мақсаттарының иерархиясы, білім беру үдерісін ақпараттық технологиялармен қамтамасыз ету, студент, мұғалім. Автор заманауи университеттің білім беру кеңістігінің ерекшеліктерін ескеретін техникалық жоғарғы оқу орындарында шет тілдерін оқыту жүйесінің сипаттамалық ерекшеліктерін бөліп көрсетеді және сипаттайды. Аталған жүйені енгізу шет тілдерін оқытуды, мамандар даярлаудың қазіргі заманғы талаптарына сәйкес келетін жаңа деңгейіне көтереді.

Түйін сөздер: әдіснамалық қағидаттар, құзыреттілік, кәсіби-педагогикалық мәдениет, шет тілдерін оқыту жүйесі, педагогикалық жүйе, модельдеу, тілдерді оқыту жүйелері, техникалық жоғары оқу орындары.

Технологии обучения иностранному языку в техническом ВУЗе

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Аннотация

В данной работе изучаются проблемы обучения иностранным языкам в современном образовании, а именно в технических ВУЗах. В статье освещены особенности моделирования системы обучения иностранных языков. Цель статьи – исследование моделей обучения в педагогике и дидактике, используя примеры, предложенные различными учеными по методике преподавания иностранных языков в технических ВУЗах. Рассматриваются некоторые методологические принципы и особенности преподавания иностранного языка в техническом вузе, на основе критерия развития профессиональной компетентности. Освещены актуальные технологии обучения иностранному языку студентов в высшей технической школе, конечным результатом которых является переход от овладения языковыми средствами к формированию у студентов речевых навыков и развитию речевых умений. Специфичность контингента студентов технического вуза в том, что программа обучения включает в себя овладение иностранным языком как средством дальнейшего самообразования и саморазвития, а также современная молодежь прекрасно понимает преимущества владения иностранным языком. В работе дан анализ современного обучения иностранному языку в техническом ВУЗе в рамках личностно-ориентированного образовательного подхода, на основе разных методологических подходов, раскрыты понятия учебного процесса как системы, состоящих из предложенных структурных компонентов: иерархия целей обучения, информационно-технологическое обеспечение учебного процесса, студент, преподаватель. Выделяются и описываются характерные особенности системы обучения иностранным языкам в технических вузах, которая учитывает особенности образовательного пространства современного вуза. Внедрение данной системы выведет обучение иностранным языкам на новый уровень, соответствующий современным требованиям подготовки специалистов.

Ключевые слова: методологические принципы, компетентность, профессионально-педагогическая культура, система обучения иностранным языкам, педагогическая система, моделирование, системы изучения языков, технические вузы.

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**РАЗВИТИЕ ЯЗЫКОВОЙ ЛИЧНОСТИ МЛАДШЕГО ШКОЛЬНИКА НА УРОКАХ
РУССКОГО ЯЗЫКА**

Аннотация

В статье рассматриваются проблемы развития языковой личности младшего школьника на уроках русского языка. Коммуникативная цель обучения русскому языку в начальной школе направлена на формирование системы знаний о языке и на ее основе развития коммуникативных умений учащихся. Приоритетность коммуникативной цели позволяет изменить традиционный подход к отбору содержания обучения, ориентировать школьный курс русского языка не только на усвоение знаний о языке, но и на развитие умений пользоваться им в различных жизненных ситуациях. По мнению авторов, эффективным средством развития языковой лич-