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## IMPROVING THE EFFICIENCY OF EDUCATIONAL TECHNOLOGIES IN A MILITARY HIGHER EDUCATION INSTITUTION ON THE BASIS OF THE INTEGRATIVE POTENTIAL OF DIDACTICS

### Abstract

This article presents the genesis of the development of the higher educational space of the Republic of Kazakhstan, considers the positions of the authors on the holistic theory of learning, contradictions of modern pedagogy. The introduction of educational technologies into the training system does not lose its relevance. This is due primarily to the fact that practice and social demand do not reduce, but, on the contrary, increase the requirements for teachers. Practice indicates that training through the using of innovative didactics allows integrating educational technologies and increasing its effectiveness. During recent years, it has been done a lot to develop innovative didactics and the use of educational technologies to improve the educational process; this can be clearly seen especially in the process of improving students' assimilability of theoretical material. Teachers of a higher, special educational institution need to master the innovative didactics purposefully and assertively of both its theoretical basis and its practical component expressed in intensive and interactive learning technologies: games, trainings, cases, game design, creative techniques and many other teaching techniques, because they develop the basic competence and multicompetence of the teacher. The teacher of a higher, special educational institution should have the skills and abilities necessary for the profession, which create the prerequisites for psychological readiness to introduce intensive training technologies into real practice.

*Keywords:* didactics; educational technology; integration; holistic theory of learning; synthesis; integration.

**Introduction.** The modern educational space is moving to a new humanitarian paradigm, which aims teachers to appeal to students as subjects of the educational process that require a personal approach to everyone. In turn, these changes forces teachers to use educational technologies as tools to help move to a new paradigm [10]. In turn, it is not worth forgetting, that a military teacher does not have basic pedagogical knowledge, he received a higher military education and, having transferred to a teaching position, he should be able to integrate his military professional knowledge into the pedagogical educational process, in this case he should be helped by innovative didactics, which have all the necessary elements to fulfill this task.

Higher military school (higher military education) is being rebuilt more and more

taking into account the needs and capabilities of students. Where are the boundaries of integration of higher military education and differentiation of education? Can innovative didactics provide this process? In what direction must be carried out the search in innovative didactics? Such questions are discussed by teachers everywhere. Indeed, is pedagogical science outdated, which was recently regarded as the advanced, leading, most progressive in the world? Can this assessment be attributed to the theory of learning? Even a short excursion in the history of its development gives a certain material for reflection.

What are the features of goal-setting in pedagogical theory during the years of independence of the Republic of Kazakhstan?

Modern trends in the development of the Republic of Kazakhstan, its politics, economy

and education pay great attention to the education of a new person, new personality qualities, such as collectivism, internationalism, patriotism, the development of the creative abilities of students and hard working.

Unlike in the 30s and 50s, where the main emphasis was placed on the transfer by the teacher of the ready-made conclusions of science and the assimilation by students of the sum of knowledge, in the mid-50s they drew attention to labor training and began the reform of higher education [15]. In the late 50s, teachers sounded alarm about the widespread practice of dogmatic learning of educational material by students, and in the next 30 years they searched for ways to intensify the cognitive activity of students, the formation of their independence in learning. Independent theories of the development of the mental forces of the trainees appeared. But until the mid-80s, the problem of moral and aesthetic education, the development of the general culture of students did not pay serious attention. The sociocultural environment aggravated the situation in the mid-60s with the search for laws to activate the learning process based on the assimilation of knowledge on the basics of sciences; raising a person, developing his feelings, was taken for granted [11].

Thus, for more than half a century, higher education did not focus on bringing up students, but only on their education. The consequences are well known now.

**The main body.** Is it possible that a new stage of development of pedagogical science and practice begin in isolation from the previous one? How did the theory of learning develop in the second half of the 20th century? What is the theoretical basis for the further development of the educational process? The scientific and technical revolution sharply aggravated the problem of creativity and the development of cognitive independence of students.

**Methods.** Psychologists and didactics understood the objective need to solve it and looked for new approaches to the problem. Although for a number of reasons, both the administration and practice were satisfied with the previous approach: the volume of knowledge.

Nevertheless, scientists began to develop issues of intensifying the learning process in the new conditions. In addition, the influence of the search for not only leading Soviet psychologists L.S. Vygotsky, S.L. Rubinstein, but also foreign teachers and psychologists (J. Piage, J. Bruno, V. Okon, etc.). As a result, new concepts of training appeared. These include: activation of the educational process (M.A. Danilov, M.N. Skatkin, G.I. Schukin, etc.); problem training (M.I. Makhmutov A.M. Matyushkin, I.Y. Lerner and others); developmental training (L.V. Zankov); theory of meaningful training (V.V. Davydov); optimization theory (Y.K. Babansky); phased formation of mental actions (P.J. Halperin, N.F. Talyzina); enlargement of didactic units (P.M. Erdniev); programmed training (V.P. Bepalko, N.F. Talyzina); continuing education (A.P. Vladislavlev et al.), [20; 16] which formed the basis of educational technologies in their subsequent development.

Naturally, the above theories do not exhaust the list of concepts for the development of the learning process, but these are the most significant concepts brought to the level of new theories. Until the mid-70s, the interest of teachers working creatively was pronounced. However, during the period of stagnation, new scientific concepts were found, as a rule, without enthusiasm [18]. Firstly, because the innovation was not stimulated materially, and then the great work of the teacher and methodologist was required to master them, and secondly, the management of universities, the administrative and methodological apparatus did not set themselves the task of introducing the achievements of pedagogical science. Moreover, often there were such leaders who in every way hindered this process, fearing to reduce the percentage of achievement – at that time the main indicator; overestimating learners' knowledge for 100 per cent coverage. Other factors contributed to this: the struggle of conservative thinking scientists, which is common for any novelty in science, can also include the conservatism of textbook authors,

small print runs of books and poor awareness of practical teachers, an extremely low level of psychological and pedagogical training of teachers, etc.

One of the serious reasons for the weak introduction of the results of scientific research into practice should be considered not development at the methodological level, available for mass teacher. New ideas in textbooks have practically not penetrated to nowadays. In the 70s, the theory of problem learning was more or less fully reflected only in some teaching methods and only because they were introduced by the authors of these theories.

Today, such literature appears, but unfortunately it is already «late» because, firstly, the proposed theories each “alone do not remove the contradictions exacerbated in pedagogy”: secondly, the time has passed when the teacher could ensure the effectiveness of the lesson by innovating one or more new elements that implement a particular pedagogical concept; thirdly, all the above-mentioned concepts aimed at developing the mental abilities of students are poorly related to the problem of his moral education.

Currently, in pedagogical practice, has developed situation which exposed the pain points of pedagogical science. It is possible to name only a few main ones: a low level of methodological research; the separation of scientific research from practice; the fragmentation of theoretical concepts of learning; almost complete absence of work on translating didactic theories to a specific methodological level; an unprecedented stagnation in the theory of education, especially in terms of labor and moral education.

The most important direction of methodological research should be the development of the language of pedagogical science, its conceptual and categorical apparatus, as conditions and indicators for the development of scientific knowledge. One of the most important categories of pedagogy methodology is considered the category of contradiction, which is based on the objective laws of the process of knowledge. Contradictions are a historical category. As some scientists

indicate, knowledge is an eternal process of movement, the emergence of contradictions and their resolution, due to the fact that “the world does not satisfy man, and man decides by his action to change him” [1, P.21; 9, P.54]. In certain social conditions, contradictions can arise and disappear, change, aggravate, etc. This property of contradictions is also characteristic of pedagogy. The driving force for the development of modern pedagogy can be a number of contradictions that have a dialectical character. What is their eristic function? The fact considers that theoretical understanding and awareness of the essence of these contradictions makes it possible to correctly formulate scientific and pedagogical problems and ensure a purposeful search for ways to solve them. What contradictions, in our opinion, do we face during the period of restructuring of society and the education system? By the degree of complexity, importance, validity, they can be divided into several types. For example, we can talk about contradictions that arise or aggravate when new socio-economic conditions of society appear, when the requirements of society for educational activities of the Higher Education Institution change, etc. From our point of view let us call the most acute contradictions of modern pedagogy.

Social and pedagogical contradiction between the requirements of restructuring the economy, changing techniques and production technology, new social relations to the quality of the person entering into public production (the need for a high level of moral and intellectual development of the individual, his general and technical education and high professionalism) on the one hand, and those established for other purposes, their structure, functions, terms of study, educational programs that do not provide the development of creative abilities and cognitive independence, the motives of teaching and labor, initiative and self-organization, the formation of socio-value orientations on the other hand. This common contradiction to pedagogy can be divided into a number of more specific ones. For example, against the background of socio-pedagogical contradiction, a more specific psychological-

didactic contradiction is seen, in turn acting as a means of resolving the first, more general contradiction. It reflects the discrepancy between the need to develop the intellectual and emotional abilities of each student, taking into account his individual inclinations, problems, interests and needs and high moral attitude of the trainees, to labor and society as a whole, on the one hand, and from the other it is the lack of a holistic theory of education and education of students in the conditions of scientific and technological progress and democratization of society, the fragmentation of psychological and didactic theories, the separation of psychology from pedagogy, and each of them from modern practice.

Today, more than ever before, the dialectical contradiction in the content of education and education has intensified. We can see it in the mismatch between the objectively increasing volume of scientific knowledge (with their steady tendency to integration and differentiation) and the inability of students to assimilate the system of this knowledge within the framework of the existing terms of study according to single programs, in the absence of an internal connection between educational disciplines, with extremely overloaded programs and textbooks, with outdated logic of presenting educational material that does not correspond to the task of developing the creative thinking of trainees.

Contradiction in the organization of the educational process as a discrepancy between the formalization of the educational process in the experience of military universities and the teaching method as a usual transfer of the sum of knowledge to students without taking into account their individual characteristics and the level of mental development, on the one hand, and the demand of society for a modern national educational institution to form new emotional needs, cognitive and operational-performing structures of the personality of students, its social activity by building a different structure of developmental and educational learning, taking into account the achievements of pedagogical technology in best practices, the psychology of students and the need for purposeful education

of their socio-value orientation from another.

Both the content and the learning process include the contradiction between the need for students to form a knowledge system and a holistic worldview, their cognitive need and motives for teaching and work, and their lack of systematic teaching itself, the separation of natural and technical knowledge between them and humanitarian disciplines, and for a military university, also the lack of an internal relationship between the entire cycle of general education disciplines and the cycle of disciplines of the vocational cycle, creating not only duplication and overload, but also interfering with the motivation of the teaching. The sum of disordered knowledge from different fields of science (formed by the media) instead of a single system is a serious vice of today's education, which cannot be overcome experimentally, empirically (at least due to the low level of professional culture of most teachers).

It is quite natural that a number of other contradictions can be pointed out, for example, that the forms of organization of classes do not correspond to the interests and hobbies of students.

**Discussions.** What is didactic today? Like a patchwork blanket, it is sewn with the help of "white threads" from different theories, many of which reflect only certain aspects of the educational process. Representatives of almost every direction seek to create their own textbook, in which their own theory is necessarily protruded, their own point of view on all pedagogy; everything is explained «from their bell tower.» Such textbooks put a novice teacher and a practice teacher in the difficult position of an epic hero – on the fork of three roads. And then it is «painful and difficult for him to write about pedagogical science» [2, P.12; 10, P.59]. And in the end, the trainees suffer.

The teacher deals with a holistic educational process, and not only with algorithms or problem situations, with a programmed type or differentiated material, not with training separately and education separately. He needs a holistic, theoretically justified method of educational work in the classroom and after the class. Is a holistic theory necessary at all, without regard to any goal? The variety of

theories is the conditions for the development of didactics. However, the need to synthesize knowledge from various theories for their complete interaction when realizing a certain goal is obvious. From this point of view, the “inventory” of didactic theories is necessary to strengthen a certain function of didactics.

Which of the didactic concepts can help practitioners to eliminate the lack of hateful consciousness of students faster than others? Apparently, the one which, firstly, covers the educational process most holistically, secondly, relies on such patterns of personality development that work not only on the development of thinking, but also on the formation of the necessary personality qualities. The development of creative imagination, fantasy, the ability to guess, look for non-standard moves, ways to solve problems is the basis for the development of such a quality as experience, emotional and moral attitude of a person to people. The experience of mental search, mental tension changes the value orientation of a person, although in itself it is not yet a guarantee of high morality. It is necessary to discuss the possibility of integrating not the entire set of didactic knowledge, but only such didactic concepts, which, forming a holistic theory of the development of the intellectual and emotional-will qualities of the personality of learners, can serve as the basis for the formation of a holistic worldview and moral and ethical qualities of a person.

So, it is necessary to evaluate the didactic potential of modern pedagogy in terms of readiness and the possibility of synthesizing its leading psychological and pedagogical concepts in order to develop a holistic theory of learning. The readiness of any concept for synthesis with other concepts is connected with the level of its development based on the need for practice. We see the possibilities of synthesis in the presence in different concepts of a common idea, common principles and provisions. Are there other ideas on the basis of which a holistic theory can be developed?

Let's start by answering the last question. It can be noted that the idea of the integrity of scientific knowledge is considered in the works

of K. Marx [3, P.47; 11, P.92]. Philosophers consider it one of the pressing problems of modern science. In pedagogy, the question is also not new. For example, three fundamentally different approaches to the development of such a theory are seen in didactics.

The first approach is based on the development of “joints” between known theories in order to identify a deeper connection between them. Conditionally, we called it “summative” since it is an attempt to find ways to combine problematic with programmed, problematic and optimization training. Such studies include work; V.T. Fomenko (“Problem learning as a way to optimize the educational process in higher education”); I.B. Akhmedova (“Problem-programmed education in mathematics at school”), etc.

The theory of optimizing the training of Yu.K. Babansky is also an attempt to create a holistic theory of learning. Its author, based on a systemic approach, tried to combine the potential accumulated by science (principles, regulations, rules). There is no doubt that “a systemic approach is a methodological means of studying... integral dependencies...”. The main focus was on intensifying the learning process by rethinking the traditional theory of explanatory and illustrative learning and connecting it with elements of problem learning mainly at the methodological level. However, Yu.K. Babansky joins them not on a fundamentally new didactic basis, but on the basis of the general theory of optimal control. Philosophical literature indicates that... «the difference between summative and holistic sets lies in the phenomenon of integration» [3, PP.257-258].

The absence of a didactic justification for the integrity of the learning process, a special analysis of theories existing in didactics from the point of view of their integrity did not allow the author to find the didactic (system-forming) integrative basis of the desired optimal integrity. For example, the systematization of teaching methods based only on a functional approach has led to the almost mechanical, eclectic combination of traditional methods with problematic (research, eristic, etc.) and

logical (deductive, inductive). The latter, as a type of inference, are included in any teaching methods; therefore, scientists indicated the illogical nature of such an association earlier [4, P.26].

The second approach to the development of integrity in pedagogy is based on the consideration of the “holistic theory of personality formation” (V.S. Ilyin). It can be called «mirror» conditional, because we are talking about a kind of mirror reflection in the structure of the learning process of the structure of a comprehensively developed person [19]. V.S. Ilyin develops a holistic theory of personality formation by developing the concept of “holistic comprehensively developed personality” and substantiating the structure of the integrity of the process of forming such a personality. As he considers “... any learning process or group thereof as a holistic phenomenon will ensure a proper influence on the comprehensive development of the individual if its functions are adequate to the structure of the individual as a whole” [5, P.26]. The author believes that the properties of a holistic learning process allow not only to represent the whole process, but also to identify the criteria for its effectiveness in personality formation. This second approach, from a logical point of view, is not objectionable, it seems promising. At the same time, “the holistic theory of personality formation” requires a deeper justification, primarily socio-psychological justification. The insufficient philosophical and sociological justification of the concept of V.S. Ilyin (in particular, personality qualities, criteria for the education of the individual and collective) is also indicated by N. Tselishchev [6, P.63].

To substantiate the pedagogical (and didactic) theory, it is not enough to make almost “a direct transfer” to the pedagogy of the philosophical justification of the general theory of systems (V.G. Afanasyev, I.V. Blaiberg, E.G. Yudin and others) and the theory of social systems (V.G. Afanasyev and others) [18]. It is known that such theories can be used as a universal general scientific method of knowing any holistic process (analyzed as a system, integrity),

but not as a new pedagogical approach. The element of novelty may contain in the pedagogical approach itself, in the pedagogical idea itself and in the disclosure of not only the social, but also the pedagogical, psychological, physiological, didactic essence of the basic concept of the proposed concept. We believe that the very key concept of the concept “a holistic comprehensively developed personality” is given by the author of his philosophical, social justification needs further clarification.

The third approach to the development of a holistic theory of learning can be called integrative. Integration here is understood as a synthesis of pedagogical knowledge and the highest level of their interaction. Unlike “interconnection” in integration, knowledge of various industries seems to interpenetrate, erasing the boundaries of the industry and giving rise to new theories, concepts. It is based on the idea of synthesizing leading psychological and didactic concepts as one of the ways to resolve the contradictions outlined above taking into account the modern problems of Higher Education Institution. Why do we consider this approach to be the most promising? First of all, because integration and differentiation are the law of the development of modern science. “... In modern conditions, an increasingly important aspect of the scientific process is the integrative tendencies that entail the formation of science as a single, holistic organism [17]. Rooted in the deep features and internal logic of scientific knowledge, these trends are determined by the whole set of socio-cultural factors. At the same time, they themselves have the opposite effect on material production and economy, equipment and technology, the environmental situation and health of people, the management of public life, education and education of the population” [7, P.54; 12, P.94].

**Results.** What are the most common ways to implement the principle of integration and differentiation, ensuring the integrity of learning theory? In the scientific literature there is an indication of them. «The disclosure of the phenomenon of integration is a very significant moment of qualitative analysis... any whole detects a certain increase in quality and patterns

compared to the original one detects a certain integral effect» [8, P.67; 13, P.12]. Therefore, if all the set of theoretical provisions is to be consolidated into a single system, then it is possible only through a qualitative analysis of these provisions.

**Conclusion.** Thus, the integrative potential of innovative didactics allows teachers to synthesize their military knowledge, skills and experience to be qualitatively transferred to the pedagogical basis, which will be facilitated

by the use of educational technologies in the educational process, which fully meet the modern requirements for the development of the educational process of the Republic of Kazakhstan in the training of personnel, corresponding to the realities of the modern world, having creative, critical, creative thinking, able to modernize their knowledge in the current situation and get the maximum result.

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**Инновациялық дидактикадағы интегративті әлеуметтің негізінде оқыту технологиясының тиімділігін жоғарылату**

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*Аңдатпа*

Мақалада жанарған педагогикаға қарама-қарсы оқыту теориясының бүтіндігіне авторлардың позициясы қарастырылып, Қазақстан Республикасының жоғары білім кеңістігінің генезисі ұсынылған. Оқу жүйесіне оқыту технологиясын енгізу, өзінің мәнділігін жоймайды. Бұл біріншіден, тәжірбие мен әлеуметтік сұраныстың оқытушыға деген талапты төмендетпей, керісінше жоғарылатуына негізделеді. Іс жүзінде инновациялық дидактиканы қолдану көмегімен оқыту, оқыту технологиясын жандандырып, оның тиімділігін арттырады. Соңғы жылдары оқу үдерісін жақсарту үшін, инновациялық дидактиканың дамуы мен оқыту технологиясын пайдалануға көп жағдайлар жасалынды, мұны білім алушылармен теориялық материалдарды меңгеруінің жақсару үрдісінде нақты көруге болады. Жоғары, арнайы оқу орындарының оқытушыларына инновациялық дидактиканың теоретикалық негізі мен оның практикалық құрамынан көрініс табатын оқытудың тоқтаусыз және интерактивтік технологияларынан: ойындар, тренингтер, кейстер, ойындық жобалаумен, креативті техникалармен және де басқа да көптеген оқытудың тәсілдерімен, технологияларымен жетілдіреді, өткені тек осылар оқытушының метакомпоненті мен базалық компонентін арттыратындықтан арнайы мақсатпен және үздіксіз меңгерілуі қажет. Жоғары, арнайы оқу орындарының оқытушыларында оқытудың үздіксіз технологиясын іс жүзінде енгізу үшін психологиялық дайындығына жағдай жасап, өз мамандығы үшін қажетті дағды мен әдеп қалыптастыруына жол беру керек.

*Түйін сөздер:* дидактика; оқыту технологиясы; интеграция; оқыту теориясының бүтіндігі; синтез.

**Повышение эффективности образовательных технологий на основе интегративного потенциала инновационной дидактики**

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*Аннотация*

В данной статье, представлен генезис развития высшего образовательного пространства Республики Казахстан, рассмотрены позиции авторов на целостную теорию обучения, противоречия современной педагогики. Внедрение в систему обучения образовательных технологий не теряет своей актуальности. Это обусловлено, прежде всего тем, что практика и социальный запрос не снижают, а, наоборот, повышают требования к преподавателям. Практика свидетельствует, что обучение с помощью применения инновационной дидактики позволяет интегрировать образовательные технологии и повышать её эффективность. В последние годы сделано очень многое для развития инновационной дидактики и использование образовательных технологий для улучшения учебного процесса, это чётко можно увидеть особенно в процессе улучшения усвояемости обучаемыми теоретического материала. Преподавателям высшего, специального учебного заведения необходимо целенаправленно и напористо овладеть инновационной дидактикой как теоретической её основы, так и практическую её, составляющее выраженную в интенсивных и интерактивных технологиях обучения: играми, тренингами, кейсами, игровым проектированием, креативными техниками и многими другими приёмами и технологиями обучения, потому что именно они развивают базовые компетентности и метакомпетентности преподавателя. У преподавателя высшего, специального учебного заведения должны быть сформированы не-



обходимые для профессии умения и навыки, создающие предпосылки для психологической готовности внедрять в реальную практику интенсивные технологии обучения.

*Ключевые слова:* дидактика; образовательная технология; интеграция; целостная теория обучения; синтез; интеграция.

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## A DIALOG AND A COMMUNICATION: THE CONTEMPORARY PROBLEMS OF FORMATION OF THE COMMUNICATIVE COMPETENCE OF THE ARTISTS (BASED ON THE EXAMPLES OF THE ART STUDENTS)

### Abstract

This article reveals the issues of development and formation of communicative competence among students of an art specialty. The study revealed that an insufficient level of speech culture is typical for students of future artists and teachers. This problem is most acutely expressed by the excessive enthusiasm of students for art and visual activity with insufficient attention to the development of communication skills and a departure from professional self-determination. The purpose of the article is to identify the results of the formation of the subject communicative competence of students of art specialties in the learning process.

The following methods were used in the study: theoretical (review, analysis and synthesis of literature); empirical (pedagogical observation, oral and written surveys, tests, pedagogical experiment). The study was conducted at the Institute of Arts, Culture and Sports of KazNPU named after Abai among students (17-19) years old. The data indicate that the formation of communicative competence needs pedagogical support in preparing students for professional activities. The problem of low speech culture of students, inability to communicate, express their thoughts, and sometimes vice versa, upholding the position of a human consumer negatively affects the professional development of the future artist and teacher. The analysis shows that against the background of a general drop in the level of literacy and speech culture of young people, the communicative competence of artists is an urgent problem for many specialties, including for students of pedagogical universities.

*Keywords:* communicative competence; teacher; art activities; communication skills.

**Introduction.** One of the problems of the contemporary young artists consists in a lack of their communicative competence, which means that most of young artists are closed in their own «creative world» and they do not have an ability to express their creative ideas to the viewers with the help of ordinary words, they are not able to speak about what they depicted in their works, they are also unable to defend their art work or their thesis before experts or simply to speak in public. This is a really significant problem for the present young artists, painters, sculptors and creatively gifted young people in general. Basing on these facts we decided to devote this Article to the above-mentioned problem. In this

work we also performed an experiment with the students from the art university and received the accurate data, and on the basis of the performed research we would like to offer our solution to this up to day problem.

**Main body.** The «face» of our society is formed basing on the understanding of how we perceive our reality, how we establish our priorities, and on the perception of the actual reality. A personality is formed within the frameworks of our education, which contributes to the upbringing of a harmoniously developed personality, which is prepared for the next stage of education within the system of the continuous education.