

нәтижелері қолданылған әдіс ақталғанын көрсетті. Соңында жұмыстың дидактикалық маңыздылығына тоқталады.

*Түйін сөздер:* өзіндік жұмыс; өзіндік жұмыстың жіктелуі; жіктеу принциптері; фронталды форма; жұппен жұмыс; жеке форма; өзіндік жұмыстың ұзақтығы.

### **Types of independent work of students in the lessons of math in the elementary classes**

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#### *Abstract*

The article talks about the close connection between education and life. It was noted that the information age, unlike its predecessors, has led to significant changes in our lives. In modern society, the rapid development of education is an important requirement to meet the growing spiritual and material needs of people. Since the foundation of education is laid in the elementary grades, teachers should devote more space to the creative work of students, because new inventions, technological processing are the result of creative work. In fact, creative work is associated with the independent activity of people, as well as students. From this point of view, junior schoolchildren should be provided with sufficient space for independent work. Of particular importance is the importance of independent work in mathematics lessons. The opinions of a number of scientists and methodologists on this issue are considered. Attempts have been made to find common ground in their approaches. The classifications of students' independent work are considered. Given that these classifications are based on different principles, the author presents his approach in the form of tables. The approximate schedule of time allocated for independent work has been investigated. It has been shown that this primarily depends on the level of knowledge of the class. Examples of assignments for two forms of independent work in the classroom are given. The differences between these types are explained. At the end, an experiment was carried out, the results of which showed that the applied method was justified. At the end, the didactic significance of the work is emphasized.

*Keywords:* independent work; classification of independent work; principles of classification; frontal form; work in pairs; individual form; duration of independent work.

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### **ON THE PROBLEM OF THE FORMATION OF CONSCIOUS PERFORMANCE OF PHYSICAL EXERCISES BY PRESCHOOL CHILDREN**

#### *Abstract*

The relevance of the researched topic is explained by the fact that it is the lessons of physical education classes where preschool children form their need for personal physical improvement, gain a sustainable interest in physical culture and strive for conscious performance of physical exercises. The updating of the content of preschool children education of the Republic of Kazakhstan has required a critical rethinking of many theoretical

and practical provisions in the field of physical education of preschool children, which leads to the need to determine real mechanisms that ensure the effectiveness of the physical education process for improvement of the physical fitness of preschool children, the formation of their motivation to conscious physical training. The novelty of the work consists in the development and substantiation of pedagogical conditions that affect the effectiveness of the formation of awareness at preschool children through general developing exercises. The mechanism of realization of pedagogical conditions is based on identifying the levels of awareness of preschool children, in the testing of pedagogical conditions of the conscious performance of general developing exercises by preschool children. The research results confirmed the effectiveness of the suggested methodology on the formation of awareness at preschool children through general developing exercises, which allows improving the quality of physical education and the effect of physical exercises on the well-being of the preschool children.

*Keywords:* motor actions; awareness; physical education; formation; general developmental exercises; opportunities; children of the senior preschool age.

**Introduction.** The modern society pays great attention to children's development, including the development of their physical qualities. It is the childhood when the cornerstones of personality are laid. The preschool age is one of the most crucial periods in every person's life. It is then that the cornerstones of health and proper physical development are laid, motor abilities and interest in physical education are formed, personal, staminal and behavioral qualities are brought up. A healthy generation is the foundation of any country, which is why the chosen research topic is relevant.

The works of domestic and foreign scientists place emphasis on the need to use the principle of awareness as the leading one in organizing work on physical education. The principle of awareness in the theory and methodology of physical education was first developed by P.F.Lesgaft. He contrasted awareness to mechanical memorization and considered it necessary to teach a child to consciously master movements and be able to rationally use motor abilities.

The research analysis in the field of physiology and psychology (Burns et al.; Pozuelo-Carrascosa et al.; Beni et al.; García-Hermoso et al.; Gómez-Álvarez et al. and others) has shown that the morphofunctional maturation of movement control systems, the emerging motives of cognition of movements, the participation of speech in motor actions, the child's ability to assess and self-assess the quality of the performed exercises, brain building, the development of memory and attention connected with the awareness of motor actions reach a sufficiently high level by the

senior preschool age. Ego creates prerequisites and opportunities for developing the awareness of motor actions [1].

The psychological nature of the awareness of motor actions, mechanisms and the process of formation of the awareness of conducted actions were discovered by Núñez-Quiroga et al.; Fu et al.; Masanovic et al. etc.

General developmental exercises are one of the most important means of physical education in a preschool institution. They play an important role in preventing diseases, increasing the health-improving effect of physical education on human body, contributing to the development of the motor analyzer (Taylor et al.; Watson et al.; Cañas Encinas et al.). Conscious teaching of general developmental exercises allows the teacher to achieve the accuracy of transferring the structure and the correctness of their implementation in a small number of repetitions, while children can use their motor experience in various situations in future.

The actual task of physical education is the search for effective means of improving the development of the preschool children's motor sphere, based on forming their need for movements. The entire organization of the child's life in a preschool educational institution has to possess a health-improving direction [2].

All of the previously mentioned emphasizes the relevance of the development of the problem, the importance of the issues raised both for the preschool children's health improvement and the personality development.

The aim of the study is increasing the level of formation of the conscious performance of general developmental exercises by children

of the senior preschool age in conditions of a preschool educational institution.

The research tasks:

1. To study the peculiarities of awareness of general developmental exercises by six year-old children.

2. To find out and experimentally ground the pedagogical conditions for the formation of conscious performance of general developmental exercises by six year-old children.

The following methods were used for solving the research tasks: the study and analysis of philosophical, physiological, psychological and pedagogical literature; pedagogical observation; analysis of the documentation of basic preschool educational institutions (the calendar plans); conversations with teachers, children, parents; the questionnaires of teachers of preschool institutions and parents; pedagogical experiment; quantitative and qualitative analysis of diagnostic results; generalization and analysis of the obtained experimental data.

**Methodology.** The methodological basis of the research is the philosophical provisions on man as the highest value and intrinsic value of social development; cultural historical and activity approaches to the study of movements; works of domestic and foreign physiologists, psychologists and teachers on the interconnection and interdependence of the child's mental and physical development, the children's need to be aware of motor actions.

The physiological mechanisms of awareness of movements were developed by Chanal et al., Ledezma; Quennerstedt and others [3-7].

The child's organism is viewed as a single self-regulating system, in which physiological and psychological processes regulated by the higher nervous function interact. The research shows that the human mental activity has a conditioned-reflex character and is formed throughout one's life. Wyszńska et al. and Jaitner et al. have experimentally proved that mental activity occurs not inadvertently, but in close dependence on corporal activity and on the surrounding conditions of the external world, which made it possible to assert that all outward appearances of human brain activity are reduced to muscle activity. Awareness forms

the specificity of voluntary action. Conscious, intelligent action requires training of the motor apparatus with the involvement of awareness. Conscious action is not only fast, but accurate, as well (Sallis et al.; Sacheck et al.; Uddin et al. etc.) [8].

Analysis of various approaches to awareness has made it possible to highlight the following characteristics. Conscious fulfillment of movements is a product of the child's personality development in the course of his own active activity, as a result of mastering the methods of activity (L.S.Vygotsky, S.L.Rubinstein, etc.). Awareness is not only knowledge and understanding of the performed activity, but also the attitude to this activity (A.N. Leontyev). The formation of conscious actions occurs with the active involvement of speech, which is one of the indicators of the degree of their awareness (A.R.Luriya).

Awareness of movements is the child's attitude to his activity, perception and understanding of the goal and way of action, understanding of the movement technique, the sequence of its implementation, muscle tension of his own body, the ability to choose the most rational way of activity, to independently and creatively solve motor tasks (Fühner et al; Oñate Navarrete et al; Jiang et al, etc.) [9, 10].

P.F. Lesgaft defines awareness of movements as active intellectual work on creating a "mental image", the ability to analyze and compare motor actions, conscious acquisition and practical verification of one's ideas. According to P.F. Lesgaft, a conscious attitude to movements allows one to do a lot of work with the least waste of time and effort, and to beneficially overcome any oncoming obstacles.

Awareness of movements is formed in its interconnection with the accumulation of motor experience, thinking and speech. The degree of awareness of movements depends on the content of knowledge and methods of operating with them. It has been established that with a certain organization of physical education, children can learn general provisions and patterns associated with the mastery of motor actions and their use. Awareness changes significantly depending both on the content and on the motor task that

the child faces. Age patterns of awareness are demonstrated through mental development. It is proved that in the process of mental development, the child masters various types of orienting actions and begins to independently analyze, evaluate and generalize.

The development of awareness is closely related to the development of logical forms of thinking and is available to children of senior preschool age (Masini et al.; Gómez-Álvarez et al.; Thorjussen; Wassenaar et al. and others) [11].

On the basis of knowledge of the peculiarities of the formation of awareness of movements in older preschool children, it is necessary to holistically use the methods and techniques that contribute to: the formation of ideas about physical exercises; understanding the structure and sequence of their implementation; the possibility of varying exercises [12].

A number of pedagogical studies bring to light the methodology of the formation of the ability to consciously navigate in space, to independently choose the most rational way of performing a movement in an outdoor game depending on its conditions, to learn to analyze the nature and quality of jumps (Schmitt, M., Zhang, H., Pietzonka, M., Siener, M. etc.). However, the methodological aspects of the formation of awareness of general developmental exercises have not been sufficiently developed.

**Results and discussion.** Subsequent to the results of studying the peculiarities of performing general developmental exercises by six year old children, three levels of awareness of general developmental exercises were identified.

High level: children know the names of general developmental exercises, their structure and sequence of performance. When explaining the sequence of their performance they name the spatial position of body parts. They perform exercises correctly and suggest the options of exercises.

They adequately assess the correctness of doing the exercise, point out the existing mistakes and explain how to correct them.

Average level: children do not understand the sequence of exercises, they name individual elements (starting positions for legs). They

cannot explain the sequence of the exercise. When demonstrating, they use situational speech (“like this”, “this way”). While doing the exercise they do not take the starting position. They do the exercise with mistakes. They do not know how to vary exercises. They do not see mistakes when doing exercises.

Low level: children do not know the names of the exercises and do not understand the sequence of their performance. They cannot tell how the exercise is performed and make mistakes in the sequence while showing it. The exercises are performed with mistakes. They do not know how to vary exercises.

The results of the ascertaining experiment showed that five-year-old children have prerequisites for the conscious mastery of general developmental exercises. Some of the children, even without special training, were aware of the elements of the structure of exercises and the sequence of their implementation. However, the majority of six-year-old children experienced the following difficulties: they did not know spatial terminology, did not know the structure and sequence of performing general developmental exercises, could not name the initial positions of the arms, legs, torso, difficulties in assessing the performance of the movement. Children’s statements about general developmental exercises were characterized by their fragmentation, inconsistency and lack of a clear idea of their implementation.

Analysis of the state of work in practice showed that general developmental exercises are widely used in work with preschoolers. A variety of sets of exercises, which are selected in accordance with the children’s age, is used. At the same time, teachers do not always follow didactic principles in selecting and conducting exercises, they do not use speech enough in the formation of voluntary movements in children.

The questionnaire showed that only 30% of teachers adequately understand the awareness of movements, this is due to the fact that they are not sufficiently prepared for the formation of awareness of movements in children.

The aim of the learning experiment was determining the pedagogical conditions directed to the formation of children’s awareness of general developmental exercises.

The experimental work included: approbation of the methodology for the formation of awareness of general developmental exercises in six-year-old children; professional training of teachers to work on the formation of awareness of general developmental exercises; involvement of parents into the pedagogical process in a preschool educational institution.

The experimental work consisted of complexes of general developmental exercises, which were selected taking into account anatomical and general didactic principles. They contained plot and non-plot exercises and were included in physical education classes. The same sets of exercises were carried out in the experimental and control groups.

The training was based on the provisions of the step-by-step methodology for teaching movements, developed by Greier K., Ruedl G., Kopp M. and others. However, in the experimental group the teaching methodology was supplemented with methods and techniques for awareness formation.

Work on the formation of awareness of general developmental exercises included all forms of organized motor activity.

At the first stage, the initial learning, the following tasks were solved: to form an idea of the content, structure, sequence, and correct performance of the movement.

At the second stage, the in-depth learning, the following tasks were set: to continue to form ideas about the correctness of the exercises, the sequence of their performance; to lead to the variation of exercises, analysis, assessment and self-assessment of the correctness of their performance. This is a more time-consuming stage.

At the 3rd stage, consolidation and improvement of movements, the learning objectives were: to lead to inventing options for familiar general developmental exercises; to lead to the transfer of learned exercises into everyday life and play activities.

To assess the effectiveness of the performed work, a control experiment was carried out in which the same tasks as at the stage of statement were used.

The influence of the experimental teaching method on the awareness of general developmental exercises is presented in Table 1.

Table 1

**Comparative analysis of the levels of conscious performance of general developmental exercises by six-year-old children, according to the results of the ascertaining and control experiments in the EG and the CG.**

Levels	Experimental group		Control group	
	Before training	After training	Before training	After training
High	2	18	0	0
Average	11	9	14	15
Low	15	–	13	12

Comparative analysis of the levels of awareness of general developmental exercises at the beginning and the end of the experimental work revealed positive dynamics. During the experiment the indicators of awareness of general developmental exercises improved. So, if before the training the children did not know the structure, the sequence of the exercise (19 children out of 25 in the experimental group), then after the training all the children from the EG named the structure, the sequence of the exercises, used spatial terminology; they came

up with various versions of the exercises by changing the starting positions, introducing aids, giving them names, transferring the acquired exercises to outdoor games.

In the control group 2 children could name the structure of the exercise. None of the children from the CG could explain the sequence of performance without relying on a visual sample.

Children from the EG demonstrated a higher level of skills: to explain the performance of the exercise following the sequence; to analyze the correctness of the exercise according to

structural components. In the experimental group the quality of exercises performance increased due to the development of control and self-control, children learned to independently make adjustments and to correct mistakes in performing general developmental exercises.

The data of the experimental work confirmed the validity of the hypothesis put forward and allowed us to conclude the following: the study proved the possibility of forming awareness of general developmental exercises in six-year-old children under certain pedagogical conditions. The data obtained testify to the effectiveness of the developed methodology.

**Conclusion.** Modern theory and methodology of physical education of preschoolers acknowledges the importance and necessity of awareness of movements.

Awareness activates mental activity and creates a basis for the development of independence while solving motor tasks, self-control, self-esteem in preschoolers and manifestation of creative initiative in transforming the movements themselves.

A significant role in the formation of awareness of general developmental exercises is conducted by: the complex use of methods and techniques aimed at understanding the structure and sequence of performing general developmental exercises; the development by children of the initial positions of the arms, legs, torso when performing exercises and in their variation; bringing children to the analysis and introspection of the correctness of performing general developmental exercises; independent and creative use of the accumulated motor experience in everyday life and play activity.

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### **Мектеп жасына дейінгі балалардың дене жаттығуын саналы түрде орындауын қалыптастыру мәселесі туралы**

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#### *Аңдатпа*

Зерттеу тақырыбының өзектілігі мектеп жасына дейінгі балалардың дене тәрбиесі сабақтарында жеке физикалық жетілдіру қажеттілігін қалыптастыру, дене мәдениетіне деген тұрақты қызығушылықты тәрбиелеу; олардың дағдылары мен өз бетіндік қабілеттерін қалыптастыру болып табылады. Қазақстан Республикасындағы мектепке дейінгі тәрбие мен оқытудың мазмұнын жаңарту мектеп жасына дейінгі балалардың дене тәрбиесі саласындағы көптеген теориялық және практикалық ережелерді сыни тұрғыдан қайта қарастыруды талап етеді, бұл дене тәрбиесінің тиімділігін қамтамасыз ететін нақты тетіктерді, мектеп жасына дейінгі балалардың дене дайындығын арттыру бойынша тәрбие үрдісін анықтау, олардың дене шынықтырумен өз бетінше айналысуға деген ынтасын қалыптастыру қажеттілігіне алып келеді. Жұмыстың жаңалығы жалпы дамыту жаттығуларының көмегімен мектеп жасына дейінгі балалардың өзбетіндік дағдыларын қалыптастырудың тиімділігіне әсер ететін педагогикалық шарттарды әзірлеу мен негіздеу болып табылады. Педагогикалық шарттарды жүзеге асыру тетігі мектеп жасына дейінгі балалардың жалпы дамыту жаттығуларын өз бетінше орындау үшін педагогикалық жағдайларды апро-бация кезінде мектеп жасына дейінгі балалардың өзбетіндік деңгейлерін анықтауға негізделген. Зерттеу нәтижелері жалпы дамыту жаттығулары арқылы мектеп жасына дейінгі балалардың өз бетімен жұмыс жасау дағдыларын қалыптастырудың ұсынылған әдістемесінің тиімділігін растады, бұл дене тәрбиесінің сапасын және дене жаттығуларының мектеп жасына дейінгі балалардың көңіл-күй әсерін арттыруға мүмкіндік береді.

*Түйін сөздер:* қозғалыс әрекеттері; саналылық; дене тәрбиесі; жалпы дамыту жаттығулары; қалыптастыру; мүмкіндіктер; мектеп жасына дейінгі ересек балалар; қозғалысты өзбетіндік қалыптастыру бағдарламасы.

### **К проблеме формирования осознанного выполнения физических упражнений детьми дошкольного возраста**

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#### *Аннотация*

Актуальность исследуемой темы обусловлена тем, что именно на занятиях физического воспитания у дошкольников происходит формирование потребности в личном физическом совершенствовании, воспитание устойчивого интереса к физической культуре; формирование у них навыков и способностей к самостоятельности. Обновление содержания дошкольного воспитания и обучения Республики Казахстан потребовало критического переосмысления многих теоретических и практических положений в обла-

сти физического воспитания дошкольников, что приводит к необходимости определения реальных механизмов, обеспечивающих эффективность физического воспитания, воспитательного процесса по повышению физической подготовленности дошкольников, формирование у них мотивации к сознательным занятиям физической культурой. Новизна работы заключается в разработке и обосновании педагогических условий, влияющих на эффективность формирования осознанности у дошкольников с помощью общеразвивающих упражнений. Механизм реализации педагогических условий основан на выявлении уровней осознанности дошкольников, при апробации педагогических условий сознательного выполнения дошкольниками общеразвивающих упражнений. Результаты исследования подтвердили эффективность предложенной методики по формированию у детей дошкольного возраста навыков осознанности посредством общеразвивающих упражнений, что позволяет повысить качество физического воспитания и влияние физических упражнений на самочувствие дошкольников.

*Ключевые слова:* двигательные действия; осознанность; физическое воспитание; общеразвивающие упражнения; формирование; возможности; дети старшего дошкольного возраста; программа формирования двигательной самостоятельности.

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## ПЕДАГОГИЧЕСКИЙ ДИЗАЙН В ВУЗЕ: «ИНТЕРВЬЮ С АВТОРОМ» КАК НЕЛИНЕЙНЫЙ МЕТОД ПРЕПОДАВАНИЯ ЛИТЕРАТУРЫ

### Аннотация

В настоящем исследовании предпринимается попытка продемонстрировать интервью как нелинейный метод организации учебного процесса в вузе в рамках современной отрасли практической педагогики – педагогического дизайна. Дается определение понятия «педагогический дизайн»; поднимается проблема необходимости создания новой образовательной среды, в связи с возросшей потребностью в качественных и актуальных знаниях, направленных на реализацию индивидуума в новых цифровых реалиях. Обосновывается актуальность и новизна предпринятого анализа. В исследовании представлены результаты анализа предпочтений контингента обучаемых в применении нелинейных методик преподавания на занятиях по литературе в онлайн и офлайн форматах. Проведен анализ образовательной среды и доступности образовательных ресурсов в Республике Казахстан. Обосновывается концепция педагогической деятельности, предполагающей внедрение на лекции и практические занятия по литературе такого жанра как интервью (интервью с автором), с использованием инновационных технологий и цифровых возможностей образовательного процесса в рамках педагогического дизайна; обосновывается целесообразность такой формы подачи учебного материала. Предлагается пример оформления учебного материала в форме интервью, апробированный в рамках проекта с Цюрихским университетом (Швейцария).

*Ключевые слова:* педагогический дизайн; нелинейные методы преподавания; интервью с автором; педагогический эксперимент.

**Введение.** Результатом процесса глобализации, активно захватывающего все сферы жизни общества, становится глобальный мировой тренд трансформации. В том числе и трансформации учебного процесса, который, как нам показал опыт последнего года, достаточно гибок и положительно восприимчив к