

мен оқу процесінің цифрлық мүмкіндіктерін қолдана отырып, әдебиеттегі дәрістер мен практикалық сабақтарға сұхбат (автормен сұхбат) сияқты жанрды енгізуді көздейді, оқу материалын ұсынудың осы формасының орындылығы дәлелденді. Цюрих Университетімен (Швейцария) жоба аясында тексерілген сұхбат түрінде оқу материалын безендірудің мысалы ұсынылды.

Түйін сөздер: педагогикалық дизайн; оқытудың сызықтық емес әдістері; автормен сұхбат; педагогикалық эксперимент.

**Pedagogical design at the university:
«Interview with the author» as a nonlinear method of teaching literature**

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Abstract

This study attempts to demonstrate some non-linear methods and techniques for organizing the educational process at a university within the framework of the modern branch of practical pedagogy – pedagogical design (using the example of studying literature at a university). The definition of the concept of «Pedagogical design» is given; the problem of the need to create a new educational environment is raised, in connection with the increased need for high-quality and relevant knowledge aimed at the realization of the individual in the new digital realities. The relevance and novelty of the undertaken analysis is substantiated. The study presents the results of the analysis of the preferences of the contingent of students and the analysis of the educational environment. The concept of pedagogical activity is substantiated, which implies the introduction of such a genre as an interview (interview with the author) into lectures and practical classes in literature, using innovative technologies and digital capabilities of the educational process within the framework of pedagogical design, the expediency of this form of presentation of educational material is substantiated. An example of the design of educational material in the form of an interview, tested in the framework of a project with the University of Zurich (Switzerland), is proposed.

Keywords: pedagogical design; non-linear teaching methods; interview with the author; experiment.

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INTERCONNECTION OF FINE ARTS AND OTHER DISCIPLINES

Abstract

The article examines the research of interdisciplinary researchers and encourages the systematic study of knowledge based on close to each other materials. It is shown that interdisciplinary communication encourages students to deepen their study materials, developmental abilities, increase their interest in the subject, stimulate and develop creative abilities. Collected teaching methods form a system of specified teaching methods, which organizes the cognitive and practical activities of students, ensuring the assimilation of the content of

knowledge following the purpose of the aforementioned methods. Fine arts, literature, geometry, technology, etc. interdisciplinary relations with students help to create mental, moral qualities of the student, improve aesthetic perception, and emotional impact. The establishment of interdisciplinary links is possible only because of their interconnectedness and cohesion, as well as through large-scale integrative contacts.

Keywords: technique; efficiency; skill; qualification; creativity; integration; illustration; ethics; aesthetics; discussion.

Introduction. The problem of communication between different scientific fields can be solved by the objective development of modern science based on differentiation and integration. Currently, the prevailing trend is integration, synthesis of sciences. The interrelationship of sciences through the progress of integration requires the interdependence of the subjects taught in the school. Only the implementation of the principle of interdisciplinary communication is a prerequisite for effective teaching of these disciplines.

In pedagogy, E.A. Glinskaya [1], N.M. Verzilin [2], V.M. Korsunskaya [2], and others consider interdisciplinary relations the first, subsequent, accompanying, and continuous connections. According to them, the introduction of these links will facilitate the systematic acquisition of knowledge based on materials taught in related disciplines. V.N. Fedorova [3] defines information connections, their actual, conceptual, theoretical forms, reflecting the commonality of cognitive methods, theories, and laws reflecting the content of disciplines. N.S. Antonov [4], based on the philosophical basis of the structure of connections, classifies interdisciplinary relations into three types: subject-subject, factual, theoretical, methodical; by the way - logical, methodical; in the direction – business and skills formation [2].

Features of the formation of concepts based on interdisciplinary communication are considered in the studies of R. Abbasova and E. Mambetkunov [6], N. Maksimova [8], I.D. Zverev [9] content and information; operational – action. He identified three main types of interdisciplinary communication: organizational and methodological. M.N. Skatkin [10], G.I. Baturin [10] divided interdisciplinary communication into a system of types of knowledge and activities. O.N. Loshkareva [11] divides interdisciplinary communication into groups according to the content of the discipline, prevailing skills, teaching methods.

Interdisciplinary communication stimulates students to deepen their understanding of the material, allows them to develop thinking skills, increases interest in the subject, creates and stimulates the development of creative skills [12].

Main body. In addition, some researchers have identified two aspects of the problem in defining interdisciplinary communication. Researchers believe that reality in nature is the interdisciplinary relationship of all worlds and objects in life and the sciences that study them, or interdisciplinary relationships that act as a didactic tool. The implementation of the structure of interdisciplinary communication depends on many factors:

1. The volume of interdisciplinary communication.
2. Selection (differentiation) of disciplines to be established.
3. Features of each of the disciplines that make up communication.
4. The way of communication.

The effectiveness of interdisciplinary communication depends on the creation of pedagogical conditions. This situation should correspond to the specifics of the process of assimilation by students of the didactic model of interdisciplinary communication. Interdisciplinary communication can be based on shared facts, concepts, laws, theories, scientific ideas, and shared skills and abilities [13].

Methodology. The methodological literature provides for several levels of the formation of interdisciplinary abilities of students:

- Copy. Apply knowledge, skills, or methods of action related to the subject in the same situation in other disciplines. In this case, the student's ability to work independently is limited.
- Some reconstruction of knowledge gained in the process of studying different disciplines

in the new environment. Independent work of students is carried out at the level of updating (reconstruction) of knowledge and skills acquired in the study of various disciplines.

– Encourage students to study in detail, changing and combining knowledge gained while studying different subjects. Here, the level of independence of students increases [14]

Training in fine arts in combination with other disciplines, such as improving the aesthetic tastes of students, combines materials covered by one subject, with appropriate material on another and it allows the applicant to benefit. Developed a content-structural model of interdisciplinary links between the subject of fine arts and other disciplines and the effective use of interdisciplinary communication. Kazakh language, literature, history, mathematics, natural sciences, music, etc. D. Used for quality training in fine arts. The place of discipline is special.

For example, it is important to link a visual arts lesson with literature, because it helps develop the student's intellectual, moral, aesthetic awareness, and emotional impact through the teaching of the subject. Students will also have the opportunity to find themselves. Reproductions are shown in literature textbooks. In school textbooks, reproductions are explained using questions and answers.

When teaching a visual arts subject in relation to history, it is necessary to motivate students to read works of art. The teacher should focus on short historical events and involve students in them. The student's ability to express his thoughts about the plot in the picture inevitably affects his imagination and creativity. The connection of fine art with history allows students to visualize eras of reading, events of the past. This is realized with the help of various reproductions, illustrations, images of historical monuments, national costumes, sculptures, slides. Illustrative materials are also presented in textbooks of Kazakh literature. We can also link the theoretical foundations of the visual arts to history. This connection must be realized through experience when the teacher creatively masters the material to the students. In addition, all history textbooks contain lists of popular science and fiction in each chapter.

Studying traditional crafts, students continue to learn traditional art. It reveals to the students the wonderful possibilities for decoration. Students will learn the ideas of folk masters and the way they are embodied in life with the help of decorative art. The content of the chapter, dedicated to decorative and applied art, once again shows that folk art is a powerful tool of aesthetic, labor, and mental education. Works of decorative and applied arts give students a representation of the beauty and kindness of the people, learn to love work and crafts. Students will also learn about the national values of different peoples in ornament, modern decorative crafts, and design. Lessons of fine arts are interested in their interdisciplinary connection with the lesson of technique. This includes that the lesson is planned accurately and creatively. Teachers teach to evaluate the quality of work. Forms an aesthetic attitude to the effectiveness of technical lessons. And in the lessons of mathematics forms the accuracy of mathematical calculations, in the lessons of literature forms the ability to clearly express their thoughts. Thus, interdisciplinary communication with visual art is realized [15].

The importance of interdisciplinary communication causes teachers and students to appreciate the aesthetic value of work, which is the creative mastery of different works. Thanks to this, students learn to draw diagrams and posters on their own. Performing such work in the classroom using interdisciplinary communication allows students to study the rules and methods of science and technology. Students need to learn to look at things in their natural state. For this, you can use decorative patterns of folk art. There is a definite pedagogical system in the use of interdisciplinary communication in the educational process. In particular, there is a central strategy and direction of teachers' activities, which affects the content and methods of student training [16].

To enhance the emotional impact of the lesson, for example, in the lessons of natural science, a teacher can use the materials of fine art. For this are used natural landscapes, still life, images of animals. It helps students develop an understanding of nature [17].

By defining interdisciplinary communication, researchers highlight two aspects of the problem: they consider the study of all worlds and objects in nature and existing reality, with one side, through interdisciplinary discourse, inductive discourse.

Teaching methods take a special place in interdisciplinary communication. The combination of teaching methods and their impact on the effectiveness of student activities. Teaching methods form a system of the teacher's target methods, which organize the cognitive and practical activities of students, ensuring the assimilation of the content of knowledge in accordance with the purpose of teaching. Depending on the purpose, they can be raised by implementing different methods using specific technologies. For example, verbal methods, depending on the purpose, have several types of narration: narration, narration, narration. The first is preparing students for the assimilation of new material, the second is the presentation of the content, the third is the completion of the training. The effectiveness of this method depends on the teacher's narrative skills, the teacher's vocabulary and storytelling, the level of development of the students, and their adequate understanding [18].

Therefore, when teaching students, their abilities should be taken into account. The method of the conversation teaches you to follow logic, speak correctly, speak fluently. The presentation should be short (10 minutes) and emotional. The effectiveness of the presentation should be based on other teaching methods – illustration, analysis, and also on the data selected by the teacher about people in terms of time and space [19].

Result. The purpose of the conversation is to remind students of the knowledge they have acquired through focused and competent questions and to stimulate the acquisition of new knowledge, independent thinking, and methods of generalization. During a conversation, the student's thoughts are the repetition of the teacher's thoughts, which gradually acquires new knowledge. Conversation stimulates thinking, is a diagnostic tool for acquiring knowledge and skills, and is aimed at developing students'

cognitive abilities. It also solves educational problems.

An introductory conversation will take place before the trip, along with practical exercises. The introductory story is of particular importance in the student's assimilation of new material. It can be used in any subject, such as fine arts. The development of speech stimulates mental processes such as imagination, memory, thinking, and eases emotional anxiety. The constant attention of students is the result of training, knowledge, and interest.

Work with the book. Working with books at school is one of the main methods of self-education. The significance of this method lies in the fact that the student re-examines the educational information in accordance with his situation, and his own decision limits his knowledge. Textbooks carry out educational activities: training, development, upbringing, thinking, correctional control, etc.

The book includes reading in independent work, acquaintance with individual chapters, searching for answers to individual questions, memorizing to memorize the material. When reading a book, it is necessary to pay more attention to the formation of students' self-control skills. It is important not to count how many times the student has read the text in the book, but to ensure that he or she has the skills to describe and explain what he or she has read. Instead of spending most of your time reading the material, you should memorize it and repeat it [20].

Catechetical (question-answer, no objection, memorization of answers), Socratic (convenient, convenient for students, a short opinion), heuristic (requiring the student and getting a clear answer to the teacher's question) stories are used to assimilate new knowledge. Heuristic conversations are more common in schools today. The world that stimulates students' drive for discovery is the teacher's ability to ask competent questions. The master of Socratic discourse was the philosopher himself. He never gave a ready answer. His goal was not knowledge itself, but to awaken people's desire to learn, to induce them to knowledge. A philosopher's story is a method

of oral dialogue that leads to the discovery of an intelligent, beautiful, thoughtful world, the ability to distinguish between what he knows and what he does not know when asking questions of the interlocutor. Thus, students think independently in heuristic conversations and acquire knowledge on their own [21].

The hermeneutic story is the art of interpretation, motivation. The main problem of hermeneutics is a philosophy-oriented problem of understanding. In this story, students can independently use textbooks, books, pictures. Ability to express your thoughts based on a picture, listen and generalize the thoughts of others, ask each other questions, etc [22].

Video methods. The demonstration method is closely related to the illustration method; displaying and receiving items, portraits, pictures, reproductions, etc. is widely used. Reveals the dynamic and statistical values of white and color phenomena and processes using common models. They simplify the process of interpreting definitions. Geographic maps, diagrams, graphs, tables help quickly and efficiently acquire knowledge [23].

When using the illustration method, more attention should be paid to the way it is presented. It is necessary to consider the didactic features of the visual aid, its role, and its place in the cognitive process. The teacher's task is to determine the optimal amount of illustrated material. The illustration is prepared in advance. In modern schools, on-screen aids are widely used to use illustrations. The video method not only assimilates knowledge but also monitors, confirms, repeats, summarizes, systematizes, and performs all didactic functions.

Graphic and math exercises accompany the writing exercises, drawing, and industrial education.

Discussion training. Discussions without knowledge are meaningless, imprecise, contradictory, and fragmented. In this way, the teacher ensures that students develop the ability to formulate ideas, ask questions, and give arguments. In the center of the discussion, not only the humanities, history, ethics, aesthetics,

art but also the methodology of biology, etc., shows results in the development of disciplines. Discussion helps students supplement, consolidate and reinforce the content of popular materials. The teacher's knowledge system receives comprehensive information, influences the thinking of students, and guides their further development [24]. Elements of discussion are practiced in the second direction at school, and the method is fully used in high school. Students learn about art through discussion. Other didactic interests related to teaching methods by the teacher, the student's interest in the forms and principles of teaching, the complexity of the subject, technical means and equipment, the number of students and their physical education, mental and intellectual health, lesson structure, interaction – features of communication, education of social and professional, the personality of the teacher, as well as other criteria, indicators, requirements, including new technologies, participation in educational and cognitive activities, and the creative development of the student's personality [25].

Conclusion. The fact that there are many approaches to disclosing the essence of interdisciplinary communication proves the complexity of this phenomenon. This leads to the conclusion that this allows clarification. This is a multifaceted, laconic, and pedagogical problem. Through interdisciplinary communication, students form stable, systematic, and interdisciplinary relationships. Thus, interdisciplinary communication is recognized as an important didactic and methodological category. Establishing interdisciplinary connections, there is no question of their interconnectedness and unity. This can only be done through the partial interdependence of disciplines in the classroom, that is, through comprehensive integrative ties. Basic ideas, current principles of disciplines are not only the main source of communication, but also a factor that enhances the process of maximum transformation of the content of the school, methods, and types of teaching.

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Бейнелеу өнері және басқа пәндермен байланыстары

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Аңдатпа

Мақалада пәнаралық байланысты зерттеген ғалымдардың еңбектері қарастырылып, бір-біріне жақын пәндер бойынша өтілетін материалдарға сүйене отырып, білімді жүйелі меңгертуге ықпал жасайтындығы айтылады. Әр оқыту әдістері танымдық және практикалық іс-әрекеттерді ұйымдастыратын, осы әдістердің мақсатына сәйкес білім мазмұнын меңгеруді қамтамасыз ететін оқытудың жүйесін құрайды. Пәнаралық байланыстың оқушылардың оқу материалын терең қабылдауын, ойлау қабілетін дамытуға мүмкіндік туғызуын, пәнге деген қызығушылығын арттыруын, шығармашылық іс-әрекет біліктілігін туғызып, дамытуға ынталандыратындығы көрсетілген. Бейнелеу өнері сабағының әдебиет, тарих, геометрия, технология т.б. сабақтарымен пәнаралық байланыстылығы оқушының ақыл-ойын, адамгершілік қасиеттерін қалыптастырып, эстетикалық танымын жетілдіруге және эмоциялық әсер алуына ықпал ететіндігі қарастырылған. Пәнаралық байланыстың орнықтырылуы олардың бір-бірімен өзара байланыстылығы мен бірлігінде және ауқымды интегративтік байланыстар арқылы ғана жүзеге асыруға болатындығы айтылған.

Түйін сөздер: әдіс; іскерлік; дағды; біліктілік; шығармашылық; интеграция; иллюстрация; этика; эстетика; дискуссия.

Взаимосвязь визуальных искусств с другими дисциплинами

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Аннотация

В статье рассматриваются труды ученых, которые занимались исследованиями междисциплинарных связей на основе близких друг к другу материалов. Показано, что междисциплинарное общение побуждает учащихся углублять свои учебные материалы, развивать умственные способности, повышать их интерес к предмету, стимулировать и развивать творческие способности. Разные методы обучения образуют систему указанных методов обучения, которая организует познавательную и практическую деятельность студентов, обеспечивая усвоение содержания материалов в соответствии с целью указанных методов. Показано, что обучение изобразительного искусства в связи с литературой, геометрией, технологией, историей и т.д. в междисциплинарном отношении помогают ученикам формировать умственные, нравственные качества, улучшают эстетическое восприятие и эмоциональное воздействие. Установление междисциплинарных связей возможно только благодаря их взаимосвязанности и сплоченности, а также благодаря крупномасштабным интегративным контактам.

Ключевые слова: методика; деловитость; навык; квалификация; творчество; интеграция; иллюстрация; этика; эстетика; дискуссия.

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