

children with special needs. The following methods were used in the study: a questionnaire that allows to study the level of knowledge and qualifications of teachers, specifics and work experience. The method «Introspection of difficulties in the activity of a teacher». When the results of the study were examined as a whole, it was found that the attitude of teachers to inclusive education, self-improvement and the level of experience in the classroom is different. Recommendations on correction of the training of pedagogical personnel necessary for activities in an inclusive environment are proposed.

Keywords: inclusive education; social studies; outlook; self-improvement; autism; teachers.

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CAO RAN

*Abai Kazakh National Pedagogical University (Almaty, Kazakhstan),
inna.ran@yandex.ru*

PROBLEMS OF STUDENTS' COMMUNICATION ABILITY BROUGHT BY ONLINE EDUCATION DURING THE EPIDEMIC AND CONSTRUCTIVE SUGGESTIONS

Abstract

The emergence of COVID-19 has changed the mode of teaching. From face-to-face communication between teachers and students in the classroom to online communication using the Internet as the medium, teachers and students can communicate through voice and video. The communicative competence of students is a productive, flexible and dynamic system that must be constantly improved through the use by the teacher of various speech resources and communication programs that help to serve all areas of communication. As we all know, the effectiveness of communication directly affects the effectiveness of student learning. Can effective communication of learning really be achieved through the Internet? What are the shortcomings of such online teaching methods compared with face-to-face teaching methods? This article analyzes some problems in the communication skills of students in the context of online education, and provides some constructive opinions.

Keywords: online education; communication ability; effective communication; improvement of communication ability; reading circle.

Introduction. The crisis associated with the COVID-19 pandemic has changed our world, our worldview, our attitude to our lives, to ourselves. Billions of people have actually changed their worldview once and for all. Transformation in the minds of people, oddly enough spurred on the fight against environmental pollution: the planet is tired of endless human ambitions.

The coronavirus forced us to focus on global problems in general, contributing to the development of tools for our impact on creating a safe and sustainable future for generations. To solve these problems urgently, it was necessary to provide the educational environment, first of

all, with appropriate personnel, on the one hand, with high-quality skills and skills of teaching in a distance format, on the other hand, to instill skills in using complex modern information technologies.

A number of others are connected with the solution of this problem, including which – the availability of appropriate educational platforms, digital programs, electronic educational materials, sufficient technical equipment (availability of computers with appropriate technical permits, Internet speed), etc.

The small experience of digitalization has shown how quickly the ties between people of different generations can weaken, the content and ways of organizing the usual activities can change, the working ones can transform for centuries, the mechanisms of social interaction and the institutions that form them. After all, as you know, the development of any society is largely carried out by improving its social institutions. The changes brought by the pandemic into the life of the international community as a whole and of each individual individual, set the need for changes in key public institutions. It is likely that in the field of education in the soon it will be necessary to revise not only the forms and principles of its organization, but also the very foundations of this system. At least, the crisis has already allowed us to take a fresh look at promising technologies in this area, to “feel” some opportunities and limitations along the way.

The pandemic has accelerated the process of integration of man and technology. Discussions about the prospects for further development of such a scenario have been going on for quite a long time, but right now, under the conditions of forced restrictions, almost every one of us was able to feel this “wind of change” from personal experience. Literally before our eyes, there is a rethinking of learning as an important social practice. Accelerated digitalization turned out to be a kind of test of the strength of teachers, educational institutions, national educational systems, and, perhaps most importantly, the ability of humanity to cooperate in the face of great challenges.

In contemporary society, with the development of the Internet, online education has already become one of the essential teaching methods in colleges and universities. The COVID-19 has affected existing education systems worldwide. In connection with the transition to distance education, it is important to assess the main opportunities, prospects and problems. The introduction of information technology helps eliminate some of the shortcomings of the traditional method of education.

This article analyzes some factors that online education is not conducive to the development

of students’ communication skills during the epidemic: limited by the form of online education, the communication time between teachers and students is shortened; with the emergence of the epidemic, many students stay at home for too long and socialize less, resulting in psychological problems such as anxiety. And put forward some constructive suggestions on these issues, using the reading circle teaching method, hoping to be of practical help to online education, so as to have a good impact on teachers and students.

Main body. The acquired experience of accelerated digitalization of education turned out to be unprecedented both in terms of the measures taken by its subjects to maintain the efficiency of the industry, and from the standpoint of the impact of this process on various levels of education, the social climate and the environment of relations in the field of education. This determines our interest in the topic of assessing the first results of the forced transition of education into its digital hypostasis. It is extremely important to try to identify those changes caused by the pandemic that have triggered the “flywheel of digitalization”, which carry creative potential and, therefore, can contribute to increasing the resilience of educational systems to various risks and challenges in the future, and those that, on the contrary, are fraught with deterioration of the overall state of the industry and may negatively affect the effectiveness of its work.

The success and quality of distance learning largely depend on the effective organization and quality of the materials used and pedagogical guidance, the skill of the teachers involved in this process. Modern information technologies provide virtually unlimited possibilities in the placement, storage, processing and delivery of information of any volume and content at any distance.

Distance education is easily integrated into the most simple educational courses in terms of the level of applied pedagogical approaches. Modern multimedia technologies allow to implement any form of experimental activity, open up broad prospects in conducting classes online in the conditions of distance learning.

The ability to choose a learning path requires information about the structure of the goals set when teaching specific disciplines. This information is used by the listener when forming and clarifying the goals of their activities. A clear statement of goals facilitates the organization of independent work, helps to strengthen the motivation of educational activities. The presence of problematic materials stimulates interest students are ready to learn, and additional information and its independent development will increase the depth of knowledge gained.

The advantages of distance learning are in the training of teaching staff. Distance learning can ensure the achievement of the results that the entire advanced teaching community is talking about today. Firstly, it can qualitatively replace distance learning, which has really outlived itself; secondly, it is economically advantageous as students, time to move from village to city, classrooms, etc.); thirdly, the possibility of obtaining a second diploma on the job will expand. In addition, there are a number of other important advantages: the acquisition of invaluable experience of independent work, skills of independent search, selection and analysis of necessary information, drawing conclusions. These qualities are acquired in the course of self-study and self-education of students, during which meta-knowledge, meta-skills and meta-skills are formed. And teachers, not in words, but in deeds, become tutors, mentors and guiding facilitators in the learning process.

The disadvantages of distance learning are more related to our unwillingness and inexperience in organizing such a training format. Of course, it is possible to reduce the quality of education, the use of plagiarism instead of their own work, the lack of live communication, emotional support for children, the possibility of interactive work to develop communication skills, discussions, etc. The discussion of these shortcomings in the working groups showed that each of them can become a virtue with a competent approach. For example, skillful compilation of evaluation criteria, activity-oriented homework, clear guidelines will not allow you to write off or use plagiarism,

project tasks stimulate the manifestation of creativity and individuality. I think the day is not far off when distance learning will become the norm in the educational process.

This experience has shown that today we need regulatory legal acts on the organization of this work in personnel training. There are not enough developments on the methodological, conceptual foundations of the organization of distance learning. We have made sure that curricula and schedules of the educational process should be flexible, allowing to organize the educational process effectively, with different deadlines for completion and passing exams. To organize independent work, educational and methodological documentation should be focused on students, with the full content of educational materials, evaluation criteria for current, intermediate and final works.

With all the advantages that new technologies bring to education and the life of each of us, it is important not to forget about the potential risks that accompany digital learning. Algorithmicity and unification of the transmitted knowledge can lead to the formation of a very specific consciousness of students, affect their ability to think outside the box and creatively, find adequate approaches to solving emerging problems and overcoming life's difficulties. The convenience of tele-training, with its mass use, can have the most unexpected effect on lifestyle, thinking and the image of the future of the younger generations. A total "figure" can negate the value of interpersonal communication, radically change established social norms. Finally, we should not forget about the impact of technology on the physical and psychosocial development and well-being of students and trainees. The constant use of various electronic devices has a complex effect on a person, increases visual and neuropsychic stress, can negatively affect memory, physical and social activity of participants in the educational process [1]. In addition to this, it should be noted that until now there have not been unified approaches in the world to assess the danger of using electronic equipment, the volume of which increases many times in the conditions of a pandemic and further integration

of technologies into the field of education.

Serious difficulties manifested themselves in the relationship between teachers and students. Switching to the remote interaction mode for many of them turned out to be a real shock. This is due to a number of factors. On the one hand, any form of distance learning presupposes the functional and cognitive readiness of all participants in the educational process to co-create in a network mode. Recordings of lectures or seminars broadcast via the Internet in the format of videoconferences are not equivalent to online programs, but rather act as forced replacement of full-time education in a pandemic. It is no coincidence that in this regard, experts suggest differentiating the concepts of online education and its forced analogue (emergency remote teaching). A full-fledged distance education program requires painstaking work on each element of the training session: from the construction of the main material (which, as a rule, is much shorter than the traditional one-hour or one-and-a-half-hour university lecture) to the elaboration, recording and visualization of the maximum number of answers to possible questions from students using available electronic formats. At the same time, the efforts of teachers alone are not enough to create such a program, a large number of specialized specialists are usually involved in its development: from programmers and web designers to experts in the field of marketing and PR. A special place in this process is given to the training of teachers to work with digital educational resources.

In addition, the transfer of training to the “digital” implies a certain psychological readiness of students to take on additional responsibility for the development of educational programs. For independent work (with its high rates in the traditional full-time version of education), when organizing online studies, it increases significantly. Such an approach requires students to develop self-motivation and self-control skills, interest in achieving high educational results, responsibility, and continuous improvement of their analytical abilities. Not the same opportunities and different levels of motivation of students, not

to mention economic, social and other barriers on this path, encourage us to think about the prospects of using online learning as a basic form of knowledge transfer.

Difficulties in improving communication ability of students during the epidemic period.

1. During the epidemic period, the lack of communication between teachers and students led to the blocked communication ability.

During the epidemic period, the form of communication changed from offline face-to-face communication to online communication dominated by various network means. Online education can only achieve one-way information transmission at the same time, which increases the time cost of communication. If you want every student to speak and discuss, time is far from enough and unrealistic. Therefore, the communication between teachers and students and between students is sharply reduced, and the communication ability is blocked. On this point, Russian scholars L.V. Sidorova, J.V. Krupskaya [2], T.B. Terekhova [3] and Scholar in Kazakhstan R.K. Satova [4], G.I. Vakhabova [5], in their article, they also said that the lack of face-to-face teaching leads to less communication, which is an obvious disadvantage of online education.

2. During the epidemic period, home isolation online education leads to atmosphere depression and affects communication ability.

During the epidemic period, online education is carried out at the same time of home isolation. Students have to face the supervision of teachers and parents at the same time. In the face of the negative impact of the epidemic, they do not have their own space to ease the depressed emotions, causing some psychological problems, thus affecting their communication skills [6]. Especially in China, the conditions of isolation are strictly limited. Chinese scholars also say that “suspension of classes without suspension” has brought a lot of psychological pressure to students while ensuring their schoolwork [7].

3. During the epidemic period, students’ autonomous time increased and their communication ability decreased due to distraction.

During the epidemic period, after the end

of online courses, students are autonomous learning, which is different from the atmosphere of being together with teachers and classmates on campus. Students' more autonomous time leads to many students' attention being distracted by entertainment activities, and even many students are addicted to games. These factors lead to the reduction of students' communication and the weakening of their communication ability [8].

To sum up, during the epidemic period, the objective isolation of the closed environment at home, the time limit of online teaching, and more independent time, students face more temptation, all these factors lead to the weakening of students' communication ability.

The improvement of communication ability needs to start from many aspects: a. Communication is a kind of information exchange, which requires a person not only to receive other people's information, but also to output information, so the expansion of knowledge is the foundation [8]. Time and conditions of communication. Specific practice and communication skills are needed to improve. The purpose of expression. Communication is not a meaningless communication, it needs to have a certain goal, purpose, so we should cultivate students' expression purpose, so as to achieve effective communication and improve communication ability.

Methods. There has been a lot of research and discussion on the advantages and disadvantages of online education, as well as possible problems, long before COVID-19. After the emergence of the epidemic, online education has become the most important teaching method. In a state where the epidemic is raging uncontrollably, and many countries have taken measures to close cities or quarantine at home, the public has experienced varying degrees of psychological anxiety, and online education is facing more problems at this time. Scientists from all over the world have also conducted research and analysis on this and given their own valuable suggestions.

Russian scientists N.R. Bukeikhanov, S.I. Gvozdikova, E.V. Butrimova they made an assessment of the main opportunities, prospects and problems of distance education in the conditions of Covid-19 [9]. The article

of A.K. Raimkulov, A.T. Sadyrova and M.Zh. Kisamitova analyzes the problems and difficulties of introducing distance education into the educational process without preliminary training of students and teachers [10].

Through in-depth research, G.U. Lutfullayev, U.L. Lutfullayev, Sh.Sh. Kobilova, U.S. Neumatov reveal the experience of distance learning of advanced training cadets in a pandemic, as well as an analysis of online classes organized in extreme conditions [11].

One of the aspects of research is the search for resources of the educational process in the development of communication skills. As an effective resource for the effectiveness of multicultural education, E.R. Bybee, E.F. Whiting, R.M. Cutri (2021) consider the interaction of teachers and students before mastering the main program in the form of joint participation in classes of an unconventional format, for example, in research activities. As a result, during classes at the university, students and teachers are more aware of each other and can adjust their plans for the future [12].

About the psychoemotional state of students during the covid-19 pandemic scientists of Kazakhstan D.A. Popova, E.R. Davletgildeev, E.E. Arslanova, A.K. Abikulova conducted analysis and research [13], G. Suitcase, S. Vlasenko studied and noted the creation of a corporate educational space in the conditions of distance learning [14].

Chinese scientists Jing Li, Chunlei Qin, Yanchun Zhu studied the the situation, effectiveness and countermeasures of online teaching in universities during the Covid-19 epidemic [15], and Zhou Mingming & Mou Hao (2022) showed the tracking public opinion about online education over COVID-19 in China [16]. Yixin Qian noted the problems emerging in online education during lockdown period of COVID-19 pandemic [17].

There are scholars from other countries, such as Butnaru, G.I.; Nit, ă, V.; Anichiti, A.; Brînz ă, G., they discussed the effectiveness of online education during COVID-19 Pandemic through a comparative analysis between the perceptions of academic students and high school students from Romania [18]. And about the effect of

pandemic based online education on teaching and learning system, Ambika Selvaraj, Vishnu Radhin, Nithin KA, Noel Benson, Arun Jo Mathew give their opinions [19].

Results and discussion. Based on the above, I suggest using the “reading circle” teaching method in literature or related reading class.

The concept and function of “reading circle”: reading circle, also known as “literary circle”, was first seen in the works of American educator Harvey Daniel. He defined the concept of “reading circle” in this way: “reading circle” is a new reading mode with learner as the center, and a method of self-learning and cooperative learning by learners in groups. “Reading circle” is a learner led and demonstrative reading discussion group composed of learners who choose the same reading materials. Each member will play a different role, reading materials determined by independent reading and mutual discussion, completing targeted reading, writing role log, reflection log, etc. Members of the group will share their views in the group. After the sharing of different roles, they will complete the reading and understanding of the materials selected by the group. A complete “reading circle” includes the following characteristics: (1) learners should choose reading materials independently; (2) form a temporary reading group; (3) learners in the group should assign roles independently [20].

Reading circle emphasizes the cultivation of students’ good reading habits in the process of reading, obtaining reading experience and improving the ability of summary, induction, explanation, reasoning, judgment and evaluation. It is a teaching mode to help learners form daily reading habits and enjoy reading. It is also an effective form of group cooperative learning [21]. At the same time, the group is flexible and dynamic. Reading circle usually has six roles, namely discussion leader, summarizer, schema interpreter, culture collector, vocabulary master and connection messenger. Each role has its own reading task, thinking while reading, asking questions, linking reality, comparing culture, analyzing communication, and evaluating each other. The design of students’ reading activities based on “reading circle”:

In the process of implementing “reading circle” activities, the organizers are teachers, the discussion group is a team formed spontaneously by students, and the responsible people of the student group for data collection and information release work together. The specific steps of the reading circle model are “reading - Thinking - Connecting - sharing - Evaluating”. In this way, students can make full use of the “Theme Reading circle” to improve their reading ability.

Expected effect:

1. More communication time between students and teachers. In the process of implementing the reading circle teaching method, it needs a lot of communication and contact between teachers, students and students, confirmation of reading materials, assignment of roles, discussion, sharing of experience and so on. The communication time and opportunities become more and more, and the communication ability is gradually improved.

2. With the increase of students’ knowledge, communication becomes easier. Under the education mode of reading circle, students’ knowledge is steadily expanded, so that students have more knowledge accumulation and create more complete basic conditions for communication. Students can communicate in more ways, promote each other and make progress together.

3. Purposeful communication improves students’ ability of language expression, logical thinking and integration, so as to further improve their communication ability. In the teaching of reading circle, students have different roles, undertake different tasks, share from different angles, and share meaningfully, not meaninglessly. This kind of continuous exercise may help students improve their thinking ability, expression ability and communication efficiency, so that students’ communication ability can be improved continuously.

Conclusion. To sum up, the implementation of “reading circle” teaching method can effectively improve students’ knowledge, increase the effective communication between students and teachers, and improve students’ expression ability and communication ability

through targeted and logical training. It is suggested that colleges and universities should try the “reading circle” teaching method and make corresponding design and improvement scheme according to the characteristics of the course. It is hoped that online education during the epidemic period will bring more useful skills to students.

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Эпидемия кезінде онлайн режимінде оқытудан туындаған оқушылардың коммуникативті қабілеттерінің мәселелері және сындарлы ұсыныстар

Цао Жянь,

*Абай атындағы Қазақ ұлттық педагогикалық университеті
(Алматы, Қазақстан)*

Аннотация

Covid-19 пайда болуы оқыту тәсілін өзгертті. Сыныптағы мұғалімдер мен оқушылар арасындағы жеке қарым-қатынастан бастап интернетті құрал ретінде пайдалану арқылы онлайн-байланысқа дейін мұғалімдер мен оқушылар дауыс пен бейне арқылы сөйлесе алады. Қарым-қатынастың тиімділігі оқушылардың оқу тиімділігіне тікелей әсер ететінін бәріміз білеміз. Оқушылардың коммуникативті құзыреттілігі-бұл қарым-қатынастың барлық салаларына қызмет етуге көмектесетін мұғалімнің әртүрлі сөйлеу ресурстары мен коммуникациялық бағдарламаларды қолдануы арқылы үнемі жетілдірілетін өнімді, икемді және динамикалық жүйе. Оқытудың тиімді байланысына шынымен Интернет арқылы қол жеткізуге бола ма? Интернеттегі оқыту әдістерінің күндізгі оқыту әдістерімен салыстырғанда қандай кемшіліктері бар? Бұл мақалада студенттердің онлайн-білім беру контекстіндегі қарым-қатынас дағдыларындағы кейбір мәселелер талданады және кейбір сындарлы пікірлер келтірілген.

Түйін сөздер: онлайн-білім беру; коммуникативтік қабілеттер; тиімді коммуникация; коммуникативтік қабілеттерді жақсарту; оқу шеңбері.

**Проблемы коммуникативных способностей учащихся, вызванные онлайн-обучением
во время эпидемии, и конструктивные предложения****Цао Жань¹,**¹Казахский национальный педагогический университет имени Абая
(Алматы, Казахстан)*Аннотация*

Появление COVID-19 изменило способ преподавания. От личного общения между учителями и учащимися в классе до онлайн-общения с использованием Интернета в качестве средства, учителя и учащиеся могут общаться с помощью голоса и видео. Как мы все знаем, эффективность общения напрямую влияет на эффективность обучения учащихся. Коммуникативная компетентность учащихся – это продуктивная, гибкая и динамичная система, которая постоянно совершенствуется за счет использования учителем различных речевых ресурсов и коммуникационных программ, помогающих обслуживать все сферы общения. Может ли эффективная коммуникация обучения действительно быть достигнута через Интернет? Каковы недостатки таких онлайн-методов обучения по сравнению с очными методами обучения? В этой статье анализируются некоторые проблемы в коммуникативных навыках студентов в контексте онлайн-образования и приводятся некоторые конструктивные мнения.

Ключевые слова: онлайн-образование; коммуникативные способности; эффективная коммуникация; улучшение коммуникативных способностей; круг чтения.

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R.N. KOSHERBAYEV

*Abai Kazakh National Pedagogical University (Almaty, Kazakhstan),
rinad_77@mail.ru***COGNITIVE AND PSYCHOLOGICAL-PEDAGOGICAL ASPECTS
OF CROSS-CULTURAL EDUCATION (CREATIVITY OF POETS
AND WRITERS OF KAZAKHSTAN OF THE XX CENTURY)***Annotation*

The article explores the cognitive, psychological and pedagogical ideas of writers and poets of Kazakhstan at the beginning of the twentieth century. Feature of work done by B.G. Kairbekov, O. Suleimenov and G.K. Belger lies in the fact that they did not create them in their native language. Humane attitude to the development of different national languages in Kazakhstan is a fertile ground for the development of creativity. Therefore, Kazakh writers wrote free in Russian, and they said about G. Belger: “a German with a Kazakh soul.” The Russian language as the language of interethnic communication was used in botheveryday life and in communication, while other languages were actively developing. The work of poets and writers was an important indicator of ongoing cultural changes in democratic Kazakhstan. This, undoubtedly, was reflected in mental activity, cognition of creative personalities, testified to an extraordinary perception and intercultural approach. Examples of the works of such poets and writers give us an opportunity to explore the symbiosis of psychological and cognitive problems in the context of the modern paradigm of education.

Keywords: cognition, mental activity, national languages, intercultural approach, creativity.