

NEWS

OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN
SERIES OF SOCIAL AND HUMAN SCIENCES

ISSN 2224-5294

Volume 3, Number 319 (2018), 119 – 123

R.S. Ismagulova¹, A.E. Zhumabaeva¹, A.K. Ozhikenova²

¹Kazakh National Pedagogical University named after Abay, Almaty, Kazakhstan

²Al-Farabi Kazakh National University, Almaty, Kazakhstan

E-mail: irauzya@mail.ru, aiman84@mail.ru

SPECIFICS AND NEW PEDAGOGICAL APPROACHES IN ORGANIZATION OF THE PROCESS OF STUDY IN NEW CURRICULUM

Abstract. Nowadays any country is evaluated with regard to its achievements in educational system, the goals and results of educational process and the technologies used, the level of economic development. Teaching the young generation to be able to face global challenges, developing their individual, social and professional competences by enhancing their knowledge, skills and working efficiency will ensure the bright future for our country. By means of different kind of activities, the students learn how to self-study, develop their knowledge on subject, social and communicative skills. To enhance the quality of individually oriented educational process we need to use interactive methods that include creative approaches and collaboration during the educational process. Updated teaching programs are aimed at implementing the policy of teaching in three languages (Kazakh, Russian and English).

When teaching the linguistic subjects, these teaching programs are aimed at developing the students' skills of communication, their ability to acquire the content of the subject, and at achieving educational goals by teaching them the proper use of linguistic and speech norms through different methods and information and communication technologies. The concept of "pedagogical approach" that is provided in updated curriculum is used in a wide sense and covers teaching strategies, technologies and methods.

Keywords: program, competence, skill, technology, pedagogical approach, teaching strategies.

Introduction

Specifics and new pedagogical approaches in organization of the process of study in new curriculum.

According to the Message of the President of the Republic of Kazakhstan N.A. Nazarbayev to the people of Kazakhstan as of January 18, 2014 «Kazakhstan Way – 2050: One goal, One Interest and One Future»: «The process of achieving the goals for 2050 will proceed against the background of intense global competition. We have a great deal of work to do to improve the quality of all parts of national education» [1].

Nowadays any country is evaluated with regard to its achievements in the educational system, the goals and results of the educational process and the technologies used, the level of economic development. Teaching the young generation to be able to face global challenges, developing their individual, social and professional competence by enhancing their knowledge, skills and working efficiency will ensure the bright future for our country.

According to State mandatory standard for primary education, the students' level of training is determined through results expected from the process of training that takes into account the peculiarities of each educational field that covers different subjects like «Language and literature», «Mathematics and IT», «Natural science», «People and society», «Technology and art», «Physical training». In this regard, the main aim of primary education includes teaching to functionally and creatively apply the knowledge; teaching critical thinking, teaching students to be able to carry out investigations; to use information and communication technologies; teaching different types of communication, including language skills; to create convenient educational space for appropriate development and formation of the student's personality who has acquired the skills of individual and group work [2].

According to the updated curriculum developed in line with State mandatory standard for secondary education (primary, basic secondary, general secondary education) approved by the decree #1080 of the government of the Republic of Kazakhstan dated August 23, 2012: “The institutions of general education (school, gymnasium, lyceum) adhere to the position of «learning to learn» and according to this position it is aimed at formation of motivated, confident and intelligent individuals with a strong interest and a strong sense of responsibility who strive for self-education. In order to develop these properties in students, teachers are expected to use different technologies and methods» [3].

When determining the content of each subject in an updated curriculum a special attention is paid to students’ age peculiarities and the methodology of teaching the subject is developed taking into account the students’ knowledge and skills. Moreover, this methodology helps the students apply and bring the knowledge and skills that they acquired from each subject into life, and also it helps them use different methods of learning and investigation. To increase the efficiency of systematic teaching methods and learning process, innovative approaches, i.e. communicative methods aimed at values, actions, individuality are the main methods in organization of educational process. By means of different kinds of activities, the students learn how to self-study, develop their knowledge on subject, social and communicative skills. To enhance the quality of individually oriented educational process we need to use interactive methods that include creative approaches and collaboration during the educational process.

Updated curricula are aimed at implementing the policy of teaching in three languages (Kazakh, Russian and English). When teaching the linguistic subjects, these teaching programs are aimed at developing the students’ skills of communication, their ability to acquire the content of the subject, and at achieving educational goals by teaching them the proper use of linguistic and speech norms through different methods and information and communication technologies. The main peculiarity of the updated curricula is that they form vast knowledge and different skills on the subject.

Development of a wide spectrum of skills enhances the students’ knowledge, factors into the achievement of their aims, motivates them for life-long education in order to form sustainability and personal qualities and infusing the main values like patriotism, sense of responsibility, respect, reverence, peace, diligence, creativity and frankness ensures the growth of achievement-oriented generation who meets the requirements of the modern time. The curriculum specifies the importance of the development of a wide spectrum of skills such as functional and creative application of the knowledge, critical thinking, conducting investigation works, using ICT, using different approaches to building relationship, the ability to work individually and in group, resolving the issues and decision-making skills.

The updated curricula are added with a part called «Pedagogical approaches to organization of teaching process». The concept of «pedagogical approach» provided in the updated curricula is used in a wide sense and covers teaching strategies, technologies and methods.

1. Strategies:

- self-control
- experimental
- critical thinking
- communicative

2. Technologies:

- working in a small group (team)
- case study (analyzing specific situations)
- role and business plays
- modular training

3. Methods:

- individual training
- problem-based learning

In pedagogical dictionaries, the concept of *training strategy* is explained as the most appropriate teaching method selected for its efficiency based on the terms, context and the aims set for a specific period of study. Self-control, experimental method, critical thinking, communicative approaches are the main teaching strategies. Specification of the educational goals in this direction and building the training system to systematically realize them are considered as a backbone for training technology. The concept

of *training technology* is explained as a training system based on general education at school, training goals and content and a system that ensures good results. *Pedagogical technology* covers the conception and strategy of the educational system. As a project of pedagogical system, it determines the objectives, processes and their interrelation. It builds the teaching process that ensures the achievement of aims set on *the technology of teaching process* [4].

Method is a set of techniques, operations aimed at resolving a specific task from a practical or theoretical perspective. In Pedagogics the issue of development and classification of training methods is one of the main methods. Method (the word is derived from the Greek word *methodos* - the way of studying and perception) is a set of techniques. In pedagogical literature method is explained as a technique. In pedagogical encyclopedia, it is written that "Teaching methods" are the techniques for the cooperation of a teacher and a student, and with the help of these methods the students acquire knowledge, learn different skills, enrich their worldview, and develop different abilities.

The concept of *technique* in pedagogics is defined as the comparative final element of educative technology given in general and individual pedagogical culture; as a method for pedagogical activities in specific situation, methodic element, its component, a step to implement the method [5].

These technologies and techniques include:

1. research technique
2. active technique
3. teaching while developing
4. motivating
5. organizing the learning activity of students in individual, group and collective form
6. selective training.

These technologies and techniques teach students to analyze and understand own actions from the perspective of the question «What do I know? What do I want to know? What have I learned?», and the technique of «evaluating for teaching» help improve the students' individual, group and collective forms of activities by increasing their interest in the learning process, supporting them, helping each other to learn, evaluating, exchanging opinions. To enhance the training quality it is very important to apply the method of work in small groups, case study, role and business plays, modular training technologies, individual training and problem-based learning.

Michael Clarke points out that technology is not a new concept in the system of education, and it is involved when new teaching methods are revealed. Further, he defines the pedagogical technologies as "the system of monitoring that let's check the quality of education" and "the method of evaluating the knowledge and skills".

P.Buga and V.Karpov define training technology as systematic practical use of scientifically organized knowledge when resolving practical tasks and a scientific basis for using different methods of teaching training technologies.

According to the description of Japanese pedagogical scientist T.Sakamoto, the pedagogical technology covers all these components:

- knowledge, explanation, application, evaluation, comprehension, creation, specification, etc.
- reconstruction, prediction, questioning, reorganization, grouping, systematization, facilitation, etc.
- marking, drawing conclusion, expressive reading, speaking, etc.
- expressing opinions, supporting, cooperation, etc.

The logical result of the technology of specifying the goals of teaching process (based on B.Bloom's taxonomy) comes out in the form of the teacher's course schedule and everyday lesson plan [6].

The main attention should be paid not to knowledge, but the competence of using this knowledge, i.e. the aim is to develop the students' communicative skills. One of the aims of the curriculum is to teach students to express their own opinions, feelings, to remember the new things that they have learned, to exchange opinions, to exchange the ideas about their new experience with their friends and adults, to be able to express their thoughts about their dreams and goals using languages, to teach with the help of reproductive, productive, problem-based, creative exercises. Moreover, it is aimed at resolving and bringing the tasks that factor into the development of listening, speaking, reading and writing skills. The students' creative activity, the ability to work individually are studied in philosophical, pedagogical, psychological literature.

However, as these scientific results are implemented in connection with the traditional system of education, individual work is aimed at developing the knowledge and competence on the specific subject [7].

The updated content of education requires from the teachers to organize the activities that ensure the development of each student's personal abilities and creative attitude by introducing the technologies, implementing the policy of human attitude to children. The modern teacher should have an extensive toolkit to use all the possibilities of teaching strategy and to combine different pedagogical techniques. Teaching strategy covers the feedback from all the students, the group work and individual work. The teacher should improve his/her ability to establish professional cooperation within the frames of professional association, during coaching and mentoring processes in primary school. In resolving the pedagogical tasks and teaching process the teacher should eliminate the stereotypes, improve own personal and professional qualities. For that purpose, it is recommended to use the teachers' professional networking association for active exchange of experiences with the colleagues in online and offline modes, for discussion and cooperation, for resolving common issues and introducing innovations [8].

Conclusions

In conclusion, as it is specified in Article-8 of the law "On education" of the Republic of Kazakhstan: «The tasks of educational system shall be: introduction of the new technologies of education, informational support of education, application of international communicative networks, creation of necessary atmosphere for the development and professional growth of an individual person on the basis of national and universal values, science and practice», one of the main tasks of the modern teachers is the constant improvement of teaching methods and acquisition of new pedagogical technologies [9].

The efficiency of innovative technologies depends only on teachers' mastership and the enhancement of this mastership. Therefore, the system of methodological tools, methods and techniques aimed at increasing the students' interest and motivation require the knowledge of these techniques from the teacher and his/her competence and knowledge when applying them.

Acknowledgments

The authors would like to thank all the study participants.

All authors have seen and approved the final version.

Conflicts of interest: None declared.

REFERENCES

- [1] N. Nazarbayev. The message of the President of the Republic of Kazakhstan N.A. Nazarbayev to the people of Kazakhstan «Kazakhstan Way – 2050: One goal, One Interest and One Future» – The newspaper «Egemendi Kazakstan», January 17, **2014**. (in Russ.).
- [2] State mandatory standard for primary education MoESci RoK. (in Russ.).
- [3] Updated curriculum developed in line with State mandatory standard for secondary education (primary, basic secondary, general secondary education) approved by the decree #1080 of the government of the Republic of Kazakhstan dated August 23, **2012**. (in Russ.).
- [4] Russian-Kazakh dictionary: Scientology. General editorship was managed by doctor of economical sciences, professor E. Aryn - Pavlodar: «ECO» Research and Production Company, **2006**. (in Russ.).
- [5] Russian-Kazakh dictionary: Pedagogics / O 74 General editorship was managed by doctor of economical sciences, professor E. Aryn - Pavlodar: «ECO» Research and Production Company. **2006**. p.482. (in Russ.).
- [6] Erkin Duisenbaev. Teaching technology DOI: <http://erkin.ucoz.kz/publ/1-1-0-3>. (in Kaz.).
- [7] About the peculiarities of organizing teaching process in secondary educational institutions of the Republic of Kazakhstan in 2016-2017 academic year. Methodical instruction letter. – Astana: National Academy of Education named after Y. Altynsarin, **2016**. (in Kaz.).
- [8] Abdikarimuly B., Aikynbaeva G.K. Pedagogical-psychological peculiarities of a change to 12-year school education: Scientific publication. Astana: EHI, **2008**. p.284. (in Kaz.).
- [9] The law of the Republic of Kazakhstan "About education" // Egemendi Kazakstan. **2007**. August -7. (in Kaz.).

ӘОЖ: 614.2

Р.С. Исмагулова¹, А.Е. Жұмабаева¹, А.К. Ожикенова²¹Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы қ., Қазақстан;²әл-Фараби атындағы Қазақ ұлттық университеті, Алматы қ., Қазақстан**ЖАҢА ОҚУ БАҒДАРЛАМАСЫНДАҒЫ ОҚЫТУ ҮДЕРІСІН ҰЙЫМДАСТЫРУДАҒЫ
ЕРЕКШЕЛІКТЕР МЕН ЖАҢА ПЕДАГОГИКАЛЫҚ ТӘСІЛДЕМЕЛЕР**

Аннотация. Қазіргі таңда кез келген елді білім беру жүйесіндегі жетістіктеріне, білім берудің мақсат-мазмұны мен технологияларының нәтижелеріне, экономикалық даму деңгейлеріне қатысты бағалайды. Жас ұрпақтың білім, білік, дағды мен іскерліктерін дамыту арқылы оларды дербес, әлеуметтік және кәсіби біліктілікке, әлемдік деңгейде бәсекелестікке қабілетті болуға дайындау еліміздің жарқын болашағының кепілі болмақ.

Белсенді іс-әрекеттер арқылы оқушылар өздіктерінен оқып үйренеді, пәндік білімдерін, әлеуметтік және коммуникативтік дағдыларын дамытып ұштайды және тұлғалық-бағдарлық білім берудің сапасын жақсарту үшін оқу үдерісінде сан қырлы шығармашылықты, ынтымақтастықты көздейтін интерактивті әдістерді қолдану қажеттілігі туындайды. Жаңартылған оқу бағдарламалары үш тілде білім беру (қазақ, орыс және ағылшын тілдерінде) саясатын жүзеге асыруды алға қояды.

Тілдік пәндерді оқытуда түрлі әдіс-тәсілдер мен ақпараттық-коммуникациялық технологиялар арқылы оқушыларға тілдік және сөйлеу нормаларын дұрыс қолдануды үйрете отырып, оқушылардың сөйлеу әрекеттерін дамытуды, пән мазмұнын меңгеруді және оқу мақсаттарына қол жеткізуді көздейді. Жаңартылған оқу бағдарламасында берілген «педагогикалық тәсілдеме» ұғымы кең ауқымды мағынада қолданыла отырып, оқыту стратегияларын, технологияларын мен әдістерін қамтиды.

Түйін сөздер: бағдарлама, дағды, технология, педагогикалық тәсілдеме, оқыту стратегиялары.

УДК 37.0

Р.С. Исмагулова¹, А.Е. Жұмабаева¹, А.К. Ожикенова²¹Казахский национальный педагогический университет имени Абая, Алматы, Казахстан²Казахский национальный университет имени аль-Фараби, Алматы, Казахстан**ОСОБЕННОСТИ И НОВЫЕ ПЕДАГОГИЧЕСКИЕ ПОДХОДЫ В ОРГАНИЗАЦИИ ПРОЦЕССА
ИССЛЕДОВАНИЯ В НОВОЙ УЧЕБНОЙ ПРОГРАММЕ**

Аннотация. В настоящее время в любой стране оцениваются достижения в системе образования, цели и содержание образования и уровень экономического развития. Подготовка молодого поколения к самостоятельной, социально и профессионально компетентной, конкурентоспособной на мировом уровне за счет развития знания, навыков и компетентности станет гарантией светлого будущего нашей страны.

Благодаря активной деятельности, ученики учатся самостоятельно, развивают предметные знания, социальные и коммуникативные навыки и разрабатывают интерактивные методы совместного сотрудничества в учебном процессе для повышения качества личностно-ориентированного образования. Обновленная учебная программа способствует внедрению трехязычной образовательной политики (казахский, русский и английский).

Используя различные методы и информационно-коммуникационные технологии в преподавании языковых дисциплин, учащимся предлагается развивать языковые навыки, изучать контент и достигать целей обучения, обучая их правильному использованию языка и речи. В обновленной учебной программе понятие «педагогический подход» включает в себя стратегии обучения, технологии и методы с использованием широкого спектра значений.

Ключевые слова: программа, умение, навык, технология, педагогический подход, стратегии обучения.

Information about authors:Ismagulova R.S. - Kazakh National Pedagogical University named after Abay, Almaty, Kazakhstan, irauzya@mail.ru;Zhumabaeva A.E. - Kazakh National Pedagogical University named after Abay, Almaty, Kazakhstan, irauzya@mail.ru;Ozhikenova A.K. - Al-Farabi Kazakh National University, Almaty, Kazakhstan, aiman84@mail.ru.