

NEWS

OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN

SERIES OF SOCIAL AND HUMAN SCIENCES

ISSN 2224-5294

<https://doi.org/10.32014/2018.2224-5294.47>

Volume 6, Number 322 (2018), 151 – 155

UDC 372.8(5Kz)

SRSTI: 16.01.45

B.B.Zhakhina

doctor of pedagogical sciences, professor of Kokshetau State University named
after Sh. Ualikhanov (Kazakhstan, Kokshetau)
bzhaxina@mail.ru

PRINCIPLES OF FUNCTIONAL LITERACY FORMATION OF THE KAZAKH LANGUAGE

Abstract. The present article is devoted to the investigation of forming functional literacy of the Kazakh language in the context of updated education. The significance of the learning principles are identified in teaching to acquire the norms of the Kazakh language and use communicative skills as a form of functional literacy. Furthermore, above mentioned learning principles proved its effectiveness in formation of functionall literate person who has general and specific competences necessary for communication and social interaction.

Key words: updated content of education, functional literacy, communicative activity, functionally literate person.

In the context of updated education, the Kazakh language has the following main goals:

- to recognize the Kazakh language as the native language, develop the skills of literacy in the form of communicative activities (listening, reading, speaking, writing) for the use in the ‘real world’;
- to form the ability to recognize the Kazakh language on a daily basis, from the means of communication, based on the phenomenon of common factors;
- to recognize language units and their nature of the system of the Kazakh language;
- to recognize language units as the tool of communication, to express thoughts, cognition and information storage functionally-communicative orientation, forming appropriate skills and abilities.

Functional literacy means the acquisition of knowledge gained on every subject taught at school to enable individuals to actively participate in social, cultural, political and economic activities based on the education they receive. The main quality criteria that can be guided here are activity, creativity, self-determination, ability to choose a profession, and be prepared to improve continuing education.

These functional skills should be shaped at school.

In a functional sense, a competent person is a person who has the ability to behave according to the values of society, acting in the interests of the public situation, living in the social environment, communicating, having certain qualitative qualities, and having a general and professional competence.

From this point of view, researchers say that illiteracy of people is the cause of poor education. The training is not aimed at the involvement of students in social and creative life. So there is a theoretical idea and there is no realization. Therefore, the President states, in his annual Address, that education should not be limited to teaching, but rather, adjustment to the process of social adaptation [1].

Then the main task of a modern school is to teach the ability to clarify the sources of knowledge, allowing them to understand the significance of each step to form the intention of learning in all aspects of the student life, in accordance with the content of updated education. In this regard, the National Action Plan for Functional Literacy has been developed by the initiative of the President [2]. Its purpose is to adapt specific types of activities through the development of student literacy. It can also serve as the basis for a radical change in the paradigm of secondary education. It means to advance from a traditional school

model to a racial model, and then to a phenomenal model. The National Plan identifies four main mechanisms of functional literacy formation.

The first is radical change in the teaching methodology and content. The second is to update the system of assessing and evaluating learning outcomes. Introduction of new levels of assessment of learning outcomes in such criteria as functional literacy: knowledge -> comprehension -> application -> analysis and synthesis. Evaluation system is divided into external assessment and internal evaluation. Internal evaluation - diagnostics of teaching quality in a particular subject. External assessment is the result of the student's learning outcomes on completion of each level.

The third is the active involvement of parents in the education and upbringing of children. Scientists recognize that the development environment of the child is divided into natural environment, artificial medium [2]. Parents belong to the natural environment. Parents' debt is to foster in their children a sense of well-being and human values. Parents should work closely with their teachers to develop their functional literacy.

The fourth is the development of an additional education system.

There is a need for a general rule and requirement that is based on the competent management and organization of the learning process. It is the position of teaching. The principle is a leading idea, the basic requirement.

Teaching principles and learning requirements are the basic laws that ensure the learning process is effective and meaningful. Because the system of learning needs to emerge from the competent, effective teaching laws.

The teaching principles of the theory of education and training represent a clear and definite public need.

It is clear that the content of the language sections that are relevant to the learning process and the content of the topic should be substantial, and that the classroom is structured according to the didactic principles.

Principles of teaching consist of known patterns of pedagogical process. For example, there is a sense of training from the law of social dependency on education. It is also important to note that in the teaching of the preservation of the unity of national and universal human treasures, mutual understanding of processes of humanization and democratization, education, upbringing and development, taking into account the individual and age pupils of pupils, the quality of teaching depends on the creative activity and spiritual relationships of students, regardless of the principles of teaching, they should be regarded as the principles of general pedagogy.

Teaching principles relate to all parts of the learning process, ie the content of teaching, teaching methods and teaching forms. And we need to know that these are the basic requirements that guide all of us.

The formation of functional literacy of the Kazakh language can be based on the principles of purposefulness, sciences, intelligence and activity, consistency and consistency, lifelong learning, and solid principles of education.

It is also important to address the social, spiritual changes in the society, as well as the problematic and integrative new approaches in the process of reorganization of the educational process in the education and the school.

The scientific principle of learning is the didactic position, which ensures that students acquire the true scientific knowledge, the formation of their outlook through learning. And one of the requirements for teaching in the theory of education and teaching of pedagogical science. This requirement involves the use of genuine scientific theories, laws, concepts, and data that reveal the current achievements and future development of science in the learning process.

The main direction of the teaching is the formation of students' dialectical-materialist views. This, in turn, will help to develop students' scientific didactic thinking.

This didactic position plays a leading role in other positions. The main content of the training is that the language and methodology should be consistent with the current level of science, focusing on the basic concepts of linguistics and the main ideas, a part of the language, or scientific theories on certain topics, based on specific facts and phenomena, open the wrong theories, and ensure that the teaching of language

is of a great importance, the future of science and technology should be disclosed, the basic learning to be able to understand and use correctly the language of science, language terminology.

Only then the principles and the theory of a certain part of the Kazakh language, ie the definitions of the Kazakh language will be understood. It also will be clear that it has a separate part of the language in linguistic science.

New language materials are explained in the context of the sequence of learning, in the light of past and ongoing language topics. This is principle. Because in the interpretation of the new linguistic material, the subject teacher should always be guided by the pupils' knowledge of existing language proficiency. This approach revives students' work, reminiscent of previous language material, and observes and maintains links between a new language subject and a language theme. These principles are based on simple, complex, easy-to-follow training. The importance of consistency and consistency in the teaching of any language sections and regular language topics in it.

In general, school curricula and typical curricula for each subject should be strictly consistent with sequence and systematic principles. This law is included in the content of the updated education. The linguistic themes are repeated and updated in each class according to the scroll method. And this principle is closely related to the science of teaching.

The logic of each science must be consistent in teaching the subject matter.

In addition, the curriculum and the textbook should be placed systematically, sequentially in accordance with theoretical content. The formation of knowledge, skills and competence on a particular theoretical theme should be consistent and in understanding the content of education should be maintained by the continuity of educational stages.

Even the content of each workshop and the used methods must be consistent.

At the same time, interdependence between disciplines and subjects should be continuous in the learning process.

Students should be trained in a systematic sequence, linking to the other theoretical knowledge with other disciplines, and in this context, consistent requirement should be given a consistent to the students.

Then the principles of sequence and consistency are derived from the teaching objective, as well as the scientific logic of the material that be taught, and the legitimacy of the development of the child's thinking.

K.D. Ushinsky wrote: "... Only the system gives full control of our knowledge. It is like a storehouse where all the things in the head that are full of the best interconnected education are scattered, and the master can not find anything at all"[4, 50]. It is important to take into account the knowledge of the linguistic materials on the regularity of teaching and the principles of the students' activism, the linguistic rules that are common to them, and the ability to understand the students in a fluent way.

In order to understand the linguistic theme is students' motivation to learn. They are taught to use the theoretical principles in practice, in the speech practice, to comprehend the material independently and to be able to express their own ideas and attitudes in their own words.

Then, the principle of increasing the sense of activity and the activity of students is aimed at a thorough understanding of the phenomena that are being investigated, pouring them into creative thinking, and applying them accordingly. This is the principle of teaching the functional literacy of the learner who opens the linguistic basis of the linguistic theme. And knowledge of learning is the most important condition of memorization. Only conscious learning allows to add to the knowledge and understanding of previous knowledge, to group them, to control the interdisciplinary and interdisciplinary connections.

In order to be able to base the principle of learning and sense of pupils' behavior, students are trained to focus on the course of their thoughts, listen to someone's words, see the changes around them, compare different things and phenomena, and find similarities and differences between them.

In the process of humanization, trusting the child, taking into account his / her personality qualities, can create favorable conditions and opportunities for successful learning activities.

M. Zhumabayev explains the idea of humanization in the "Pedagogy" textbook: "The idea that something is useful for a person is always called goodness. Striving for goodness and being free of evil is

something in the human being itself. Anyone who loves himself, his relatives, his country, and especially the entire human race, is called a good man. For a person to be truly human, it is essential to love oneself and to be content with the love of the whole humanity" [5, 56 p.]. Thus, love, affection and enthusiasm are formed through their good relationships. The culture also develops proper communication skills.

Humanization of society is a requirement of civilizational development of the XXI century, which is connected with the achievement of effective forms of social relations organization. And in the organization of these relationships, the world's handle the man must be very cautious. Therefore every single student will be the key to the technology of humanizing the formation of a person with a cognitive culture, regarded as a mentor who can preserve national culture, actively engage in any environment.

Sh.A. Amonashvili's view is to respect the individual's personality in all aspects of the learning process should be taken into consideration in teaching human beings. [6] Methodist scientist Zh.U. Kobdikova's work, humanism is reflected in the relationship between teacher and student: "Its main task is to create a personality for each individual with its own self-esteem, its freedom to work creatively" [7, 95], defines the importance of humanization technology. The scientist Z.T. Seilova "Humanization of education is the personality of the student, his spirituality, ability, tendency, interest. It involves the elimination of students' isolation from the knowledge and culture of the teacher and the school" [8, p. 77].

Learning the linguistic basis of a linguistic theme without developing a self-paced and abstract thinking of the individual does not lead to problematic teaching.

We know that the problematic approach requires that the content, methods, and organization of the learning process are problematic. Problematic learning is focused on the development of students' quest, autonomy, creative thinking, without the knowledge of the subject. The problematic approach is based on the psychology of the students' thinking process. After all, the beginning of thinking begins with a problem, in other words, thinking begins with a problem question or task. In this context, the teaching of a specific chapter of the language differs from other branches of the language, such as the specificity of linguistic themes, the differences in language analysis, the system of definitions given in the textbook, its refinement, on this basis.

The principle of integration is one of the most important principles that can be taken into account when defining educational content, writing curricula and textbooks. The integration involves the consideration of basic principles and regularities in various disciplines in a close dialectical unity.

In addition, content can be guided by deepening the knowledge of the linguistic sections and the themes, the links between the language material and the content. In this regard, the role of integrated disciplines, lessons is unique.

Teaching principles are closely interconnected. The unity of teaching principles in practice provides the most effective learning outcomes of the main components of the learning process.

REFERENCES

- [1] The President of the Republic of Kazakhstan - the President of the Republic of Kazakhstan Address of the Kazakh President to the people of Kazakhstan "Socio-economic modernization - main vector of development of Kazakhstan" (27.01.2012). Astana, 2012.
- [2] National Plan of Action for the Development of Functional Literacy of School Students for 2012-2016 / Approved by Resolution No. 832 of 06.06.
- [3] Gvozdev A. N. Formation of children's grammar in Russian language. 1, 2. M.: 1991. 197 p.
- [4] Ushinskiy K. D. Selected pedagogical works. - Moscow, O. K. B. 1984, 400 p.
- [5] Zhumabayev M. Pedagogy. Almaty: native language, 1992, 160 p.
- [6] Amonashvili S. A. Appreciative and educational functions of the students of the school. Moscow, 1989.
- [7] Kobdikova Z.U. Technologicalization of the Curriculum - School "Akzhelken". Almaty, 1999.
- [8] Seilova Z. T. Methodical features of studying the mathematics course in the basic school. Candidate dissert on ped. sciences. Almaty, 2004. 190 p.

Б.Б.Жахина

педагогика ғылымдарының докторы, профессор
Ш.Уәлиханов атындағы Көкшетау мемлекеттік университеті
(Қазақстан, Көкшетау қ.)

ҚАЗАҚ ТІЛІНЕН ФУНКЦИОНАЛДЫҚ САУАТТЫЛЫҚТЫ ҚАЛЫПТАСТЫРУДЫҢ ҰСТАНЫМДАРЫ

Аннотация. Мақалада жаңартылған білім мазмұнына сай қазақ тілінен оқушының функционалдық сауаттылығын қалыптастыру мәселесі сөз болады. Жеке тұлғаның қазақ тіл ғылымын меңгере отырып, оны коммуникативтік әрекеттер түрінде сауаттылықпен қолдана алуға үйретуде оқыту принциптерінің маңыздылығы айқындалады. Әрі аталған оқыту ұстанымдарының қоғамдық ортада өмір сүріп, тіл табыса білетін жалпы және пәндік құзыреттілікті меңгерген функционалды сауатты тұлғаны қалыптастырудағы тиімділігі көрсетіледі.

Түйін сөздер: жаңартылған білім мазмұны, функционалдық сауаттылық, коммуникативтік әрекет, функционалдық сауатты тұлға

Б.Б.Жахина

доктор педагогических наук, профессор
Кокшетауский государственный университет
им. Ш.Уалиханова, (Казахстан, Кокшетау)

ПРИНЦИПЫ ФОРМИРОВАНИЯ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ КАЗАХСКОГО ЯЗЫКА

Аннотация. В статье рассматривается проблема формирования функциональной грамотности казахского языка школьника в рамках обновленного содержания образования. Определяется значимость принципов обучения грамотному применению навыков научного казахского языка личностью в процессе коммуникативной деятельности. Эффективность применения данных принципов обучения в формировании функционально грамотной и социально-коммуникативной личности, освоившей общие и предметные компетенции.

Ключевые слова: обновленное содержание образования, функциональная грамотность, коммуникативная деятельность, функционально грамотная личность.