

орта мектептегі эмоционалдық интеллектті дамыту мәселелері бойынша сауалнамасының нәтижелері және Көкшетау қаласындағы орта мектептің жоғары кезеңіндегі оқушылардың эмоционалдық интеллектісін дамытудың әдістемелік моделін сынақтан өткізу нәтижелері келтірілген.

Кілт сөздер: педагогикалық технология, эмоционалды интеллект, эмоционалды интеллект компоненттері, эмпатия, мотивация, өзін-өзі тану, өзін-өзі реттеу, әлеуметтік дағдылар.

Материал 12.03.2023 баспаға түсті

Использование современных технологий в развитии эмоционального интеллекта на уроках английского языка

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В данной статье рассматриваются основные аспекты понятия «эмоциональный интеллект» и современные технологии обучения английскому языку. В качестве методологической модели представлены задания и упражнения, которые могут применяться при развитии эмоционального интеллекта на уроках английского языка. В статье представлены результаты опроса учителей города Кокшетау по проблематике развития эмоционального интеллекта в средней школе и результаты апробации методической модели развития эмоционального интеллекта учащихся старшего этапа средней школы в городе Кокшетау.

Ключевые слова: педагогическая технология, эмоциональный интеллект, компоненты эмоционального интеллекта, эмпатия, мотивация, самосознание, само-регуляция, социальные навыки.

Материал поступил в редакцию журнала 12.03.2023

МРНТИ 14.35.07

DOI: 10.59102/kufil/2023/iss1pp52-59

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METHODOLOGY OF THE FOREIGN LANGUAGE ELECTIVE COURSES DEVELOPMENT FOR THE PROFILED CLASSES

One of the priority areas of modern Kazakhstani education has become the creation and development of specialized education system in the senior classes of general education schools, gymnasiums, and lyceums. Therefore, there is a need to investigate the issue of developing elective courses in the context of specialized education, including foreign languages. The object of the research is the process of teaching a foreign language in the senior classes of secondary schools, gymnasiums, lyceums. The subject of the research is the content of the elective course "The World Around Us". The analysis of high school specialized education, practical recommendations for the development of elective courses in a foreign language may be of interest to teachers of foreign languages in general education schools, gymnasiums, lyceums, teachers of language courses.

Key words: elective courses, specialized training, foreign language, senior classes.

GENERAL PROVISIONS

In accordance with the Law of the Republic of Kazakhstan “On Education”, the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, it is planned to improve the implementation of specialized training for senior students at the secondary education level. Profile education is considered as one of the tools for improving the quality of education, meeting the current and future needs of the individual, society and the state. [1] In modern conditions of development, one of the urgent problems of Kazakhstani society is the formation of a competitive personality, ready not only to live in changing socio-economic conditions, but also to actively influence reality. In this regard, such requirements for the individual as high intelligence, creativity, global citizenship, multilingualism come to the fore. The Concept of the profile education at the senior level of general secondary education clearly outlines the goals of the transition to profile education, among which the main one is the decision to create conditions for differentiating the content of education for high school students with wide and flexible opportunities for students to build individual educational and professional trajectories. To achieve this goal, elective courses were introduced.

In accordance with the curriculum, elective courses must be present in each profile of education. Elective courses are compulsory courses of students' choice. Elective courses have great potential in implementing the new content of education as they are mobile, create a situation of choice for students and teachers, stimulate students to make decisions, analyze results, and make a conscious choice of a future profession. This means that in each school, students should be offered several elective courses from which they can choose at least two for compulsory attendance.

Elective courses are included in all profiles of study at the senior level of secondary education and are implemented at the expense of the school component of the curriculum. They perform several functions: to supplement the content of the profile course, to develop the content of one of the basic courses, to satisfy the cognitive interests of students. Also, elective courses can perform another important function to become a "testing ground" for experimental usage of new textbooks and teaching aids. In the socio-humanitarian profile, 3 hours a week are allotted for elective courses, in other profiles, 5 hours a week for all elective courses. The main focus of elective courses is intra-profile specialization. In this regard, in elective language courses, a foreign language does not act as a learning goal, but as a means of education and self-education of students within the chosen profile of education. Therefore, the goals of elective language courses should not completely duplicate the goals of the Foreign Language subject.

INTRODUCTION

The need to change the content of school education in the Republic of Kazakhstan at the present stage of society development is due to the following factors: the content of education should reflect the values of the new world, including humanization, integration of the individual into national and world culture, variability, individualization; the content of education should have been aimed at teaching to learn, to teach to do (to act), to teach to live together, to teach to live. The main requirements imposed by society are the orientation of secondary general education towards the comprehensive development of the individual, successful socialization in modern society, and adaptation in the labor market. The school must address these priorities. The senior levels of general education schools, gymnasiums, lyceums should contribute to the professional self-determination of students, give the right guidelines in choosing a life path in accordance with their natural inclinations and abilities. Therefore, today special attention is paid to profile education in high school.

Profile education should be considered as a system of differentiation of students in the upper grades. Profile training develops important personality traits such as creative thinking, self-esteem

and reflection abilities. But today there are contradictions between the needs of the school to update the content at the senior level and the insufficiently developed scientific and methodological base that provides profile orientation, including in a foreign language; between the personal needs of high school students in mastering a foreign language as a means of communication and the lack of conditions to meet these needs; between the demand for various elective courses and the lack of educational and methodological support.

In the light of recent geopolitical events, the globalization of the economy, changes in society, knowledge of a foreign language is an important factor for graduates of schools, gymnasiums, lyceums, universities in choosing a profession. Students learn foreign languages during and after school hours not only for the purpose of communication, but also in order to enter prestigious foreign educational institutions in the future, find a job that would satisfy the needs of modern youth, get to know and communicate with foreigners and maintain contact with them. Knowledge of foreign languages provides an opportunity to prove oneself in many areas of modern society. It is possible to give training an applied character and a practical orientation through elective courses that would acquaint students with the basics of their possible professional activities. One of the options for such elective courses can be the course "English and the basics of engineering", with the help of which students can expand their range of language training, as well as learn the basics of engineering design, mathematical methods and the principles of operation of various mechanisms and devices. As a rule, the course includes teaching English, ranging from basic grammar rules and vocabulary, to more complex technical terms and specialized texts. In addition, students can study English-language literature, technical reports and documentation, as well as participate in discussions on technical topics. In this case, a foreign language will become a significant factor in increasing the motivation for learning.

MATERIALS AND METHODS

To determine the basis for the development of the content of educational materials, psychological, pedagogical, scientific and methodological studies were studied (Yu.K. Babansky, M.V. Pototsky, N.A. Galatenko and I.I. Ilyasov, V.V. Kraevsky, V. S. Lednev, I.Ya. Lerner, V.M. Rozin, A.E. Abylkasymova, A.K. Kagazbayeva, MichelleStephan, CyrilJulie, Fou-LaiLin, MinoruOhtani and others).

The theoretical basis of the study is made up of scientific papers, which have accumulated extensive experience in understanding the methodology of teaching a foreign language. These include:

- problems of specialized education (E.G. Neumoina, S.S. Kravtsov, I.S. Idilova, A.R. Demchenko);
- ways of organizing profile-oriented teaching of foreign languages (I.L. Bim, A.A. Kolesnikov, T.M. Lazarenko, L.A. Milovanova, O.G. Polyakov, E.N. Solovova);
- the theory of teaching foreign languages (I.L. Bim, N.I. Gez, E.I. Passov);
- modeling of teaching foreign languages (S.S. Kunanbaeva, D.N. Kulibaeva, I.A. Zimnyaya);
- contextual approach in teaching a foreign language for professional purposes (V.F. Tenishcheva, A.A. Verbitsky, N.P. Khomyakova).

The theoretical significance of the scientific work lies in the fact that the main conceptual categories of the study were revealed, such as profile education, elective course, the content of teaching a foreign language. Significant is the analysis of various approaches to the preparation of elective programs and their suitability for implementation in the educational process in grades 10-11 in schools in Kazakhstan.

A model of an elective course aimed at acquiring subject knowledge has been developed, which will serve as a theoretical basis for the further development of the program.

RESULTS AND DISCUSSION

A general education institution with specialized education in the senior classes includes basic general education, specialized and elective subjects. This provides a flexible learning system. The profile school creates the basis for continuity between general and vocational education and makes it possible to better prepare the graduate of the school for further education. Currently, specialties are in the greatest demand, where a foreign language acts as a means of studying another subject area, i.e., from an academic subject, it has become the main element of the modern education system, an effective means of vocational guidance for the student. It is possible to impart an applied character and practical orientation to education by creating elective courses in a foreign language that would introduce students to the basics of a certain professional activity. The elective course "The World around Us" as an example. The need for this course was caused by the requirements of the State Educational Standards in foreign languages, which require sufficient knowledge of such types of speech activities as reading, listening, speaking. First, the thematic focus of the course was outlined. Particular attention was paid to the areas of interest of modern youth - from ecology and nature to technology and social problems. Exploring the world will help students better understand and appreciate life and place in it, as well as stimulate curiosity and creative thinking. Therefore, when choosing the topic of an elective course in a foreign language, it was decided to focus on current research, the study of new technologies, discoveries, familiarity with terminology and scientific texts. It is the work with scientific texts that can be useful when passing international exams in a foreign language in the future. The next step in working with the elective course was to define the features of the elective course:

- integrating: connects subject knowledge from different fields and the English language;
- motivating: helps to increase the productivity of learning a foreign language;
- developing: aimed at creating conditions for the disclosure of the potential of students, the formation of their personality and abilities;
- practical: aimed at improving language skills and speech skills [2].

It can be assumed that the creation of the elective course "The World Around Us" not only expands the boundaries of the language training of students, but also gives it a greater practical orientation, in other words, by means of a foreign language, students can be introduced to various situations of verbal communication. The program is designed for a year of study for students in grades 9-10-11 of general education schools, gymnasiums, lyceums (36 teaching hours per year). The educational process is based on the teaching aid "Impact" [3]. The content of the elective course "The World Around Us" corresponds to the content of the English language curriculum and includes: the subject content of speech, speech skills, language knowledge, skills, general cultural knowledge, skills and abilities. The course content includes sections: "Colors and their effects on humans", "Body and mind", "The impact of technology on our lives", "Studying the underwater world", "Extreme environmental conditions", "Food and food waste", "Public art", "Preparation for extreme situations". Training is carried out in the course of different types of lessons: to gain new knowledge, lectures, conversations, research, project drafting lessons are held; to consolidate the acquired knowledge - workshops, discussions, projects, business games, quizzes; to generalize and systematize the knowledge gained, seminars, interviews, debates, role-playing games, travel, competitions and quizzes are offered. Forms and methods of work during classes may be different, students can work in teams or in pairs - such work develops cooperation skills, or students are encouraged to work individually, which is also important, since individual work allows the student to focus on their tasks and minimize distractions such as noise and conversations in the classroom. This can improve the quality and speed of assignments and improve understanding of new concepts. For work in elective courses, students are offered texts, video and audio materials, opportunities for creating projects, holding discussions, and organizing interactive games.

Using the example of the section "Colors and their effects on a person" from the "Impact" tutorial, we will present the organization of work according to the components of training:

- 1 Color matters;

- 2 Speaking about colors;
- 3 The History of Purple;
- 4 Seeing Colors?
- 5 My favorite color;
- 6 Choose a project.

The listed topics constitute a set of knowledge, terms, concepts and their relationships that are used in the process of communication in a foreign language. As a result of studying the section “Colors and their effects on humans”, students will be able to: identify the meanings of various colors, use phrases to correct mistakes, use comparative and superlative adjectives, talk about how they feel about colors, learn the history of purple, discuss infrared light, correctly use the definite article “the” and write about your favorite color. Lots of opportunities to develop all language acquisition skills – reading, speaking, listening and writing. Learning to speak takes place throughout each lesson. In each lesson, in each section, the teacher and students are given the opportunity to ask and answer questions, actively participate in discussions and express their opinions. For example, when working on the topic “Speaking about colors”, we pay attention to improving the ability to participate in a dialogue - the correct use of phrases to correct mistakes. So, students are invited to listen to the dialogue, complete the dialogue with certain phrases, and also, using cards, make up a dialogue with each other. Along with the dialogue, the content of the elective course provides for the development of monologue speech. When teaching monologue speech, students should:

- talk about the feelings they experience when looking at certain colors (e.g., green - relaxed, red - nervous), be able to defend their point of view, supporting it with facts;
- explain the effect of colors on our body and our lives, be able to talk about their own experience. So, after watching a video on the topic “Seeing Colors?”, students can be asked to explain the meaning of the following key concepts: infrared light, ultraviolet, color-blind, thermogram.
- briefly convey the content of the texts read. For example, when studying the topic "The History of Purple", students are given the task to retell the text "Purple Power".

When working on the formation of monologue speech, it is necessary to gradually increase the volume of speech. With each section, the number of statements increases, from short and simple sentences to full, voluminous texts. It is also important to develop public speaking skills. When working with each section, students are given a task to choose from - work individually, in pairs or in a group. This, in turn, will create the necessary conditions for unlocking the potential of students. In each task, students can express themselves creatively - draw a picture, create a list, stick cards with flowers, play a board game. In this section, students can be offered the following topics for oral individual assignments:

- 1 Brand-name and colors;
- 2 Why do we see the rainbow?
- 3 Imagine your life without colors;
- 4 Color and taste.

In accordance with the updated content of education in Kazakhstan, special attention is paid to project work as one of the forms of educational activity. The project method is an approach to learning in which students work on a real project over a period of time. This method is usually focused on the independent activity of students and may include individual, pair or group work. It is the project activity that, according to modern domestic and foreign scientists, is capable of making the educational process meaningful for students, in which they can fully reveal their potential, show their research abilities, creativity, activity and independence.

We present the following topics for pair or group projects:

- 1 Blog about colors in our community;
- 2 Creative and research presentation about the art of the Australian Aboriginal people (Research about the use of color in Aboriginal art);
- 3 The History of infrared color.

Work on listening in the section “Colors and their effects on a person” involves watching a video on the topic “Do you see colors?”, A dialogue on the topic “clothes for weddings”, presented by native speakers. To assess the quality of perception of audio and video material, students must answer questions orally and in writing on the content of what they heard, complete the dialogue with appropriate phrases. The development of reading skills with a full and selective understanding of the text can be organized when working on the topics "Colors matter" and "Purple Power". For correct work with the text, audio material is proposed, which is listened to when reading the text for the first time. Students read texts, answer questions, express their opinions, work in pairs and learn new words from the text. First, students are asked to guess the meaning of new words from the context, then the definition and translation of these words is given. Also, when working with the text, students are offered various other tasks: put the sentences in chronological order, supplement the sentences with facts from the text, and discuss questions in a group. The written speech of students is improved in the process of completing written tasks, writing a “Topic Sentence”, writing an essay on the topic “My favorite color”, as well as in design and research activities. In each section of the course there are tasks for the development of grammatical skills. A communicative approach is used here, in which the grammatical material is presented in an accessible volume, and which will later be fixed again in the current section. Consolidation of the material occurs through pair and group work.

One of the most important components of the content of education is sociocultural knowledge and skills [4, 43]. Sociocultural knowledge includes knowledge about the cultural characteristics of different groups of people, their history, traditions, customs and values. They also include knowledge about social institutions such as government, economics, law, and education, and how these institutions interact with each other and affect society as a whole. Skills in the socio-cultural sphere include the ability to analyze cultural and social phenomena, understand their meaning and their impact on human behavior and society as a whole. Through the World Around Us Elective Course, students will be able to become more knowledgeable and culturally competent, as well as respect and appreciate differences in cultures and societies. Sociocultural knowledge and skills help students become deep thinkers and culturally sensitive citizens who can better understand and interact with the world around them.

Another important component of the content of an elective course is educational and cognitive skills [4, 43]. These are the skills and ways of thinking that are essential for successful learning. They include the ability for analysis, synthesis, critical thinking, problem solving, organizing information, and more. The formation of educational and cognitive skills begins in early childhood and continues throughout life, but this process is especially important at the initial stages of education. Here are some ways in which learning and cognitive skills are formed:

- development of critical thinking: students need to learn to analyze information, highlight key aspects, evaluate the reliability and authenticity of sources. Learning tasks and projects that require problem solving can help students develop critical thinking;
- teaching self-regulation: students must learn to plan their work, set priorities, monitor their progress and control their progress;
- learning how to organize and structure information: Students should be able to organize and categorize the information they receive, as well as be able to structure it. Charts, tables and other visual tools can be used to help with this process;
- development of communication skills: students must learn to express their thoughts and ideas, ask questions and communicate with other people. Discussions and other forms of teamwork are used to develop communication skills;
- teaching Reading Techniques: Reading is a key learning skill, so students must learn to read quickly and understand texts. Various reading methods and strategies can be helpful in developing this process.

The effectiveness of the elective course in English "The World Around Us" is achieved through the use of modern innovative digital educational and information technologies during classes. Interactive whiteboards and projectors can be used, applications on smartphones, search

engines such as Google and Yandex will be useful in the classroom for design and research work. Also, entertaining and modern topics of the elective course, which correspond to the new realities of modern youth, can increase the motivation for learning a foreign language.

CONCLUSION

In modern education, profile education is an important factor in the development of personality in the senior school level. Profile education also helps students to identify their professional interests and abilities, which can help them choose a future profession and successfully realize themselves in life. In addition, profile education contributes to the development of individual qualities of students, such as creative thinking, the ability to work in a team, independence and responsibility for their actions. Elective foreign language courses in schools in Kazakhstan allow students to deepen their knowledge and skills in the target language. The purpose of elective foreign language courses in schools in Kazakhstan is to help students develop a good knowledge of the language so that they can use it in everyday life, in their studies and in their future professional activities. In addition, learning a foreign language helps students broaden their horizons, learn about other cultures and traditions, which contributes to the development of their personality. The student-centered activity approach used in teaching a foreign language suggests that teaching should be focused on the personal growth of students and on the development of their ability to use the language in real life situations. The elective foreign language course "The World Around Us" has a number of advantages and can have a beneficial effect on students: developing skills in reading scientific texts in English: on the course, students can deepen their knowledge of scientific terminology and scientific methods in English; improvement of oral and written speech; familiarization with current research and achievements in various fields of science in English: students can learn new concepts, technologies and discoveries in science in English; preparation for passing international exams in English; broadening the horizons and increasing the general culture; improving career prospects. In general, an elective foreign language course "English in the World of Science" can help students not only improve their language skills, but also prepare them for a successful career in an international environment.

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Received: 23.03.2023

Профильдік сыныптарда шет тілінен элективті курстарын әзірлеу әдістемесі

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Қазіргі қазақстандық білім берудің басым бағыттарының бірі жалпы білім беретін мектептердің, гимназиялардың, лицейлердің жоғары сыныптарында бейіндік білім беру жүйесін құру және дамыту болды. Сондықтан бейіндік білім беру контекстінде, оның

ішінде шет тілдерінде элективті курстарды әзірлеу мәселесін зерттеу қажеттілігі туындады. Зерттеу нысаны – жалпы білім беретін мектептердің, гимназиялардың, лицейлердің жоғары сыныптарында шет тілін оқыту үдерісі. Зерттеу пәні «Айналамыздағы әлем» элективті курсының мазмұны. Орта мектепте бейіндік білім беру мәселесін жан-жақты талдау, шет тілінің элективті курстарын әзірлеу бойынша практикалық ұсыныстар жалпы білім беретін мектептердің, гимназиялардың, лицейлердің шет тілі мұғалімдерін, тіл курстарының мұғалімдерін қызықтыруы мүмкін.

Кілт сөздер: элективті курстар, бейіндік оқыту, шет тілі, жоғары сыныптар.

Материал поступил в редакцию журнала 17.03.2023

Методика разработки элективных курсов по иностранному языку в профильных классах

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Одним из приоритетных направлений современного казахстанского образования стало создание и развитие системы профильного обучения в старших классах общеобразовательных школ, гимназий, лицеев. Поэтому назрела необходимость исследовать вопрос разработки элективных курсов в условиях профильного обучения, в том числе по иностранным языкам. Объектом исследования является процесс обучения иностранному языку в старших классах общеобразовательных школ, гимназий, лицеев. Предмет исследования – содержание обучения элективного курса «Мир вокруг нас». Всесторонний анализ вопроса профильного обучения в старших классах, практические рекомендации по разработке элективных курсов по иностранному языку может представлять интерес для учителей иностранных языков общеобразовательных школ, гимназий, лицеев, преподавателей языковых курсов.

Ключевые слова: элективные курсы, профильное обучение, иностранный язык, старшие классы

Материал 23.03.2023 баспаға түсті

FTAMP 14.01.45

DOI: 10.59102/kufil/2023/iss1pp59-68

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ҚАТЫСЫМДЫҚ ЖАТТЫҒУЛАРДЫ ҚОЛДАНУДЫҢ ТИІМДІЛІГІ

Мақалада қазақ тілі сабақтарында қатысымдық жаттығуларды қолдану мәселесі қарастырылады. Мақаланың мақсаты мен міндеттеріне орай зерттеу тақырыбына қатысты авторлардың көзқарастары мен пікірлеріне шолу жасалды. Сонымен қоса теорияға негізделген ғылыми еңбектер зерделенді. Бұл тақырып қазіргі өзекті мәселенің бірі – қатысымдық бағдарлы оқытумен тығыз байланыста қаралады. Қатысымдық бағдарлы оқыту – нақты өмірлік жағдаяттарда тиімді қарым-қатынас жасау үшін тілді қолдануға және білім алушылардың қатысымдық дағдыларын дамытуға бағытталған оқыту тәсілі.