

қарым-қатынас қиындықтарын тиімді жеңе алатын сенімді коммуникатор болуға мүмкіндік бере алады.

Кілт сөздер: қатысымдық жаттығулар, қатысымдық дағды, қолайлы оқу ортасы, шынайы тапсырмалар, технологияларды біріктіру.

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Роль коммуникативных упражнений в повышении уровня практического владения казахским языком

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Эффективное общение является жизненно важным навыком в современном взаимосвязанном мире, позволяющим людям ясно выражать свои мысли и успешно взаимодействовать в личных, академических и профессиональных контекстах. В данной статье исследуется назначение коммуникативных упражнений как мощного средства повышения коммуникативных навыков. Представлен обзор различных методов, которые используются в коммуникативных упражнениях, содействующих эффективному общению. Во-первых, подчеркивается значимость создания поддерживающей и интерактивной среды обучения, в которой поощряется активное участие и сотрудничество между обучающимися. Принимая участие в парных или групповых занятиях, обучающиеся могут развивать вербальные и невербальные коммуникативные навыки, такие как активное слушание, чередование и понимание невербальных сигналов. Кроме того, в статье исследуется роль аутентичных и осмысленных заданий в коммуникативных упражнениях. Имитируя сценарии из реальной жизни, обучающиеся будут применять свои навыки владения казахским языком для решения проблем, выражать свое мнение, тем самым повышать свою коммуникативную компетентность. Также в статье говорится об интеграции технологий в коммуникативных упражнениях, подчеркиваются преимущества использования мультимедийных ресурсов, онлайн-платформ и инструментов виртуального общения. Эти технологические усовершенствования предоставляют обучающимся возможности для удаленного сотрудничества, культурного обмена и развития навыков цифровой грамотности. В целом данная статья подчеркивает важность включения коммуникативных упражнений в учебные программы по изучению казахского языка как эффективного средства улучшения коммуникативных навыков. Применяя ориентированный подход и объединяя аутентичные задачи и технологии, преподаватели могут дать обучающимся возможность стать уверенными коммуникаторами, способными эффективно справляться со сложностями общения в различных контекстах.

Ключевые слова: коммуникативные упражнения, коммуникативный навык, благоприятная среда обучения, аутентичные задания, интеграция технологий.

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CONNECTION BETWEEN TEACHER'S SELF-MONITORING AND FORMATION OF NEW SKILLS

The article is devoted to the topical issue of the formation of pedagogical skills, namely, the role of self-monitoring in the formation and development of English teaching skills. The purpose of the study is to describe the current state of the use by English teachers in our country of a self-monitoring tool to improve teaching skills. In the process of work, the history of the issue in Kazakhstan and in the world practice was studied. This made it possible to formulate relevant questions for the questionnaire, which allowed describing to a certain extent the picture of the use of self-monitoring by English teachers in our society. The survey was conducted anonymously among English teachers at various educational institutions using the Google Form. In order to conduct a sociological survey, analyze the data obtained, describe the results and formulate the conclusions of the study, there were used statistical and comparative analyzes, synthesis and classification of information.

Keywords: self-monitoring, pedagogical skills, skill, quality, English

MAIN POINTS

This article is a study among English language teachers on the use of self-control methods and tools for the specific purpose of pedagogical improvement in the framework of teaching. In this regard, the following points and theses are submitted for analysis and discussion in the text:

1. Consideration of the formation of different ways of conducting self-control of the teacher.

First of all, attention is paid to the history of the issue, the types of self-monitoring presented at different times of the development of pedagogy. In passing, the advantages and imperfections of models that allow you to control your own behavior during class are touched upon.

2. Connection between self-monitoring and the qualities of a teacher.

In the course of the article, a stable assumption is built about the connection between the use of self-control by a teacher and the formation of new professional qualities in him that can serve as an absolute advantage in the teaching environment. Through the results of the study, the opinion of the English teachers themselves on this score is demonstrated.

3. The relationship between self-monitoring and the skills of an English teacher.

Starting from the previous assumption, the following that follows from it was also put forward, namely, the potential connection between selfmonitoring and the formation of English teacher skills. That is, a teacher who uses self-control on a regular basis during teaching is inclined to develop new skills useful both in the professional environment and outside it or in related fields. The results of the teachers' survey on this subject are presented and described in detail in support of this idea.

4. Revealing the relationship between the professional development of a teacher and self-control during teaching.

This generalized idea is a consequence of the above points. The competence and professionalism of the teacher is the basis of high-quality and effective teaching and learning. Guided by the opinions of scientists interested in the topic of self-monitoring and the results of the survey presented below, this thesis comes as a compilation of the collected material and a field for further evidence-based study.

INTRODUCTION

The pedagogical mastery of a teacher is now defined as a process that is in a continuous stream of changes and improvements in order to improve and optimize. This is a kind of art of teaching and upbringing, which does not have a universal formula for all groups and all times. Being a teacher, respectively, the organizer of this educational activity implies a high level of responsibility both for their own behavior within the educational process and for the progress of students and the level of assimilation of new knowledge by them. All this includes aspects such as general culture, competence, comprehensive education, psychological literacy and methodological equipment. Therefore, the pedagogical skill of a teacher, like any skill, requires constant unceasing painstaking work, to a greater extent it is work on oneself, on one's self-education and self-affirmation in society, the collective. The purpose of this study is to identify and characterize the current state of the use of self-control tools by English language teachers in our country to improve teaching skills. Accordingly, the object of the study was the process of selfmonitoring during the teaching of English among teachers of Kazakhstan.

Before turning to the practical part, it is worth paying attention to the history and importance of studying the problem of self-monitoring in the educational sphere in recent years. Self-monitoring refers to the reflective practice of the teacher, which can be manifested and implemented in various ways and in multiple situations. Such diversity is due to the fact that this type of identification of an area for correction in the educational process not only helps the teacher to increase the level of professionalism, but also directly positively affects the success and academic performance of students in school [1]. Recently, a number of methods for conducting teacher self-control have been supplemented with innovations or at least adapted versions of what was used before. For instance Tom Farrell in recent publications mentions the inefficiency and limitations of those reflection methods that were used earlier due to their focus on finding flaws and shortcomings for repair. At the moment, he finds framework for reflecting on practice a good option [2]. Some time ago, a reflective model CoPORA was presented, which is a mix of several components developed by various researchers at different time layers. The final product consists of 5 consecutive steps concluding a complete review of the teaching situation for the purpose of analysis and subsequent reinforcement: cognition, practice, observation, rationalisation, action.

Self-monitoring is popular and effective according to a variety of studies and not only for teachers but also for students, for example, it is described that self-monitoring to improve writing skills among students is in no way inferior to comments on improving work from a teacher in the effectiveness of honing writing skills [3].

The purpose of the specific study presented below is to identify the connection between self-monitoring and the development of new skills according to practicing Kazakhstani teachers and to identify how often teachers associate their activities with reflection.

In particular, the emphasis was placed on finding out what qualities and skills a teacher should have, since these terms are often interchanged or confused. Nevertheless, within the framework of this study, it would be worthwhile to draw a clear line between these two concepts. One of the definitions of a skill presented in the dictionary by Maryam Webster says that a skill is „a learned power of doing something competently: a developed aptitude or ability”. Quality in the same dictionary is provided with the following definitions: peculiar and essential character, an inherent feature, a distinguishing attribute [4]. And since this work is specialized for a narrow direction, we will further discuss the formation of skills useful and necessary for an English teacher on the basis of self-monitoring of the performance of their professional duties.

METHODOLOGY

The development of this issue consisted of several stages, each of which was based on certain research methods. At the first stage, the method of content analysis was applied, which helped in studying the history of the issue, analysing previous experience in the field of self-education of an

English teacher. In the practical part of the study, in order to obtain a more complete picture of the independent professional development of English teachers in the higher education system in our country, a sociological survey, its statistical and comparative analyses were conducted.

The survey was presented in Google form. It includes about ten questions, both open and closed, regarding the qualities and skills that a teacher should possess. The survey was conducted anonymously among English language teachers teaching in various educational institutions. The methods of collecting personal data, synthesis, analysis and classification of information were applied during this small study as part of the writing of the article. This study adopted the quantitative research approach using a cross-sectional survey for data collection.

FINDINGS AND DISCUSSION

Turning to the practical significance of this article, respectively, referring to the results of a survey conducted among English teachers in educational organizations of various types in Astana, the following data were revealed. The survey participants were represented by English language teachers aged 20 to 37 years, mostly female and mostly working as tutors of educational centers in Astana. The purpose of this survey was to learn about the attitude and vision of the qualities and skills needed by a teacher in general and an English teacher in particular. The interest of the research was to clarify the vision of the necessary attributes of the teacher that is, to clarify their attitude and their point of view on this side of pedagogy [5].

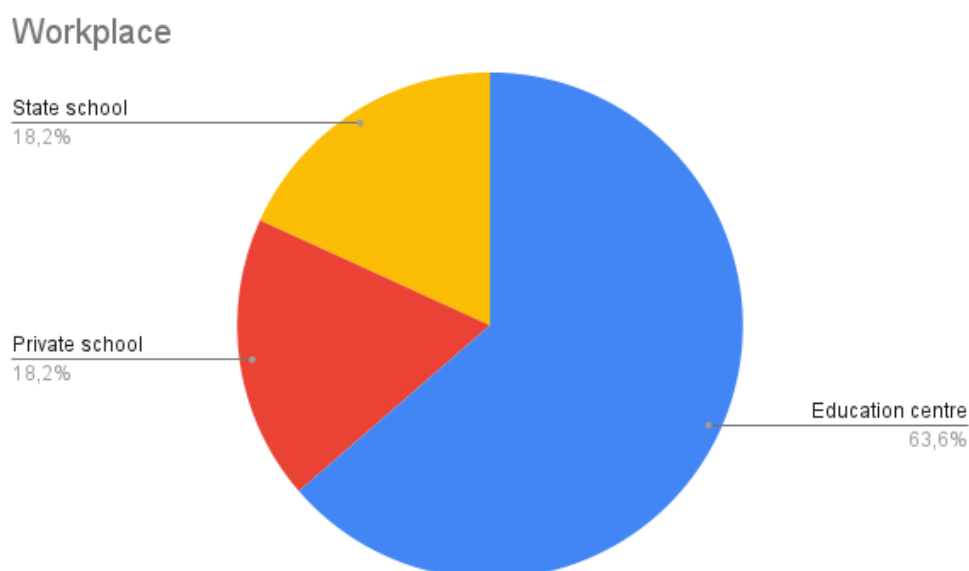


Figure 1. Respondents' workplace

As Figure 1 shows, among the respondents were teachers of public and private schools as well as language courses. And all participants were asked the following questions:

- What qualities do you think a teacher should have?
- Choose the qualities needed specifically for an English teacher
- What skills should a teacher have?
- What skills should an English teacher have?
- During what period is the teacher likely to develop these skills?
- How can an English teacher develop the skills necessary for teaching?

During the survey, teachers were asked to identify the qualities and skills needed by the teacher and then asked the same question in an open form in order to clarify which qualities and skills are needed by the English teacher. Further samples and results will be presented.

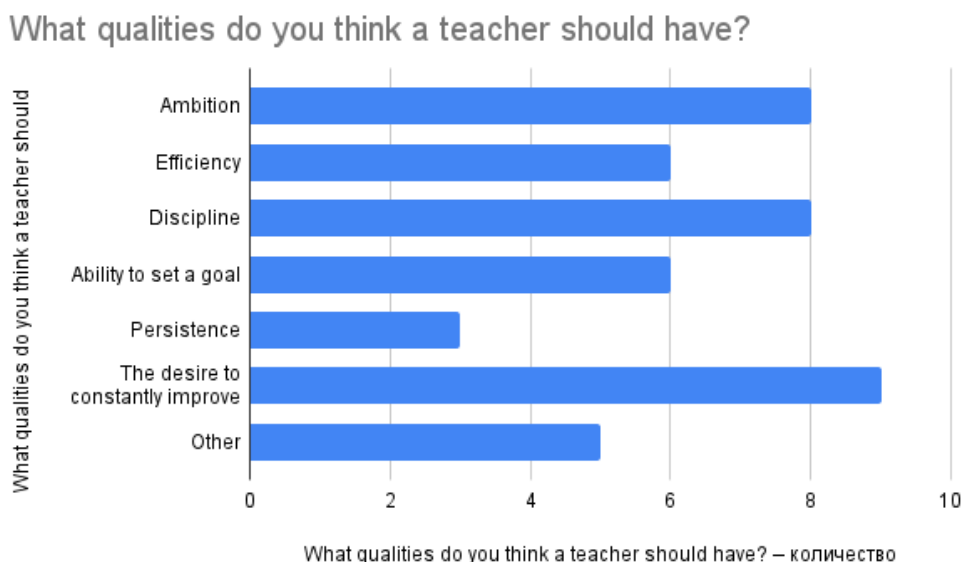


Figure 2. Qualities that a teacher should have

Figure 2 provides information about the qualities that a teacher should have according to respondents' opinion. From the responses of the questionnaire we see that 75% (most participants) of EFL teachers consider the desire to constantly improve the quality of their work as the most important quality for any teacher. Equally 66.7% of participants choose ambition and efficiency, only 25% opt for persistence as a teacher's quality. The participants also offered their own versions of qualities such as patience, love for children, competency, love for teaching and a to help others and support them.

For the English teacher, the respondents noted the following qualities that can certainly contribute to better conducting lessons and improving pedagogical practice, namely: knowledge of a subject, confidence, ability to meet students' need, being respectful, ability to build successful interaction with students; patience; discipline, ability to set a goal; improving your language skills, ability to explain clearly, understandable speech; competency, ambition; creativity; knowledge in English, cultural knowledge, psychology knowledge; flexibility, adaptability; ability to use audio visuals in teaching, being able to keep up with the times; most important a desire to help others and support students, to build their confidence in their abilities; language proficiency and stress – resistance; friendliness [6].

According to the further question about teacher's skills it was figured out that 91.7% (most EFL teachers) opt for competent written and oral skills for teachers. Evenly 83.3% of respondents choose usage of own methods of conducting classes, knowledge and use of pedagogy and psychology during the teaching process, the ability to interest students. The third popular options with the equal proportion were planning, assessment and organizing skills, while the least popular option was implementation of independent research, writing scientific papers.

Turning to the qualities that the respondents attributed to the necessary for English teachers, there were mentioned planning and organizational skills, emotional and physical health, social skills, cognitive skills, communication skills, knowledge of the target language, time management, expressing their thoughts, managing extraordinary situations during class, expressing their thoughts, managing extraordinary situations during class, all language skills, assessment skills, language proficiency and stress – resistance, skills in delivering information in a clear way [7].

During what period is the teacher likely to develop these skills?

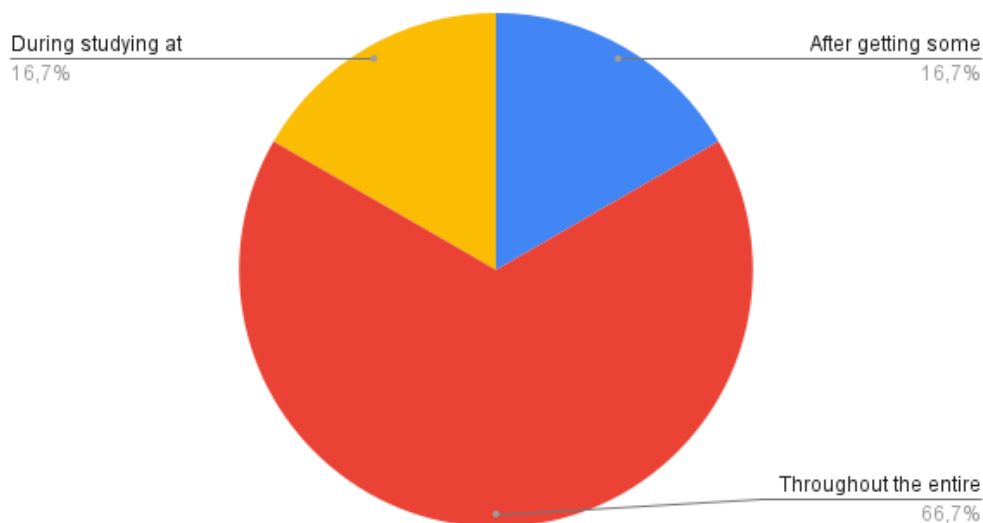


Figure 4. A period when a teacher is likely to develop these skills

As Figure 4 shows 66.7% of the survey participants think that the above mentioned skills may be developed throughout the entire working period. Equally 16.7% of respondents decide that these skills may be acquired during the studying time at university as well as after getting some work experience. Such a result certainly takes place and is logically justified, nevertheless, for example, according to B. Setyono, self-reflection is especially important for novice teachers who are at the beginning of their pedagogical path. Therefore, self-reflection, like self-monitoring, is one of the most effective methods in the formulation of training and professional development, it is an opportunity for young teachers to grasp the connection between the theoretical and practical aspects of pedagogy and teaching [8].

How can an English teacher develop the skills necessary for teaching?

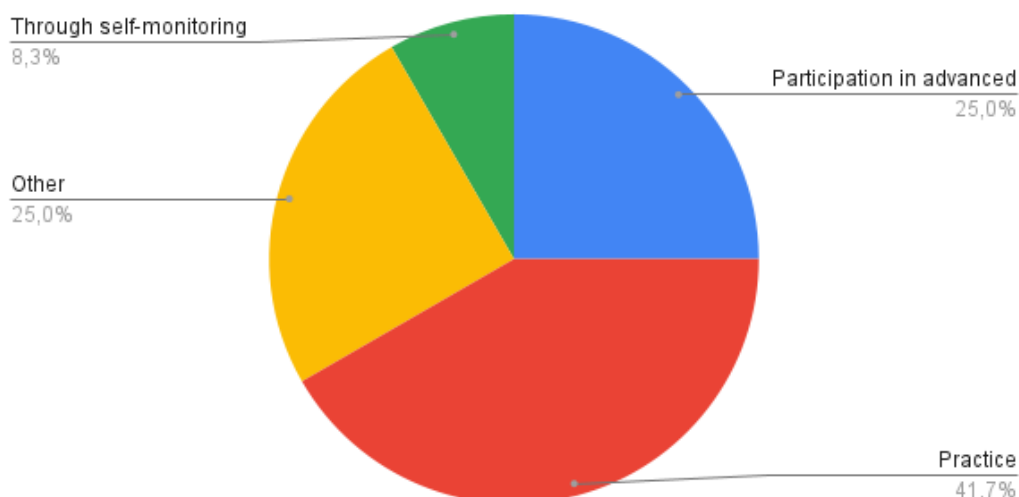


Figure 5. Ways for developing the skills necessary for teaching

From the figure 5 we see that the majority of respondents namely 41.7% (prefer practice as the main instrument for getting new skills, equally 25% of EFL teachers opt for participation in advanced training courses or use other options and finally 8.3% choose self-monitoring as a tool for

creating new skills. It also worth to mention that in the further comment section come of survey participants noted that all of the mentioned options are essential for productive skills development process. Such a distribution of votes demonstrates the unpopularity of reflective practice as a way of development and improvement in terms of professional growth among teachers in Kazakhstan [7]. Which is an interesting case for further study of this area from the aspect of self monitoring and possibly popularization of this practice.

CONCLUSION

Summarizing the survey results, we can conclude that skills are an integral part of the teaching and teachers pay great attention to this because it is an important tool in their work. The scope of teacher qualities and skills was described quite widely [9]. Nevertheless, as for identifying the connection between self-monitoring and the development of new qualities, especially for novice teachers, only 8.3% of respondents chose this option as an active one in the development of new qualities. Nevertheless, turning to the purpose of this article, it is worth noting that during the deliberate development of certain teaching skills, self-monitoring is the least popular option. This suggests the opinion that this tool for self-reflection in a professional environment is rarely used to develop new skills. As part of a larger study of which this article is a part, this problem will be investigated in more detail. Nevertheless, it can and should be perceived as a problem of the educational process, since self-monitoring is one of the most effective ways to avoid negative behavior and encourage positive behavior, which is carried out independently. That, with proper implementation and proper reflection, as a result will lead to an improvement in the educational process and also in the longer term will lead to the development of new skills useful for the teacher [10].

The interest in a good education is the main priority in both developed and developing countries, this is given special attention because educated people represent the main resource of the nation and guarantee the effective development of the country [11]. Therefore, education is always on the top priority list and is under the vigilant control of the State. The motivation of students, their interest in learning, the assimilation of information, the presence of progress are constantly analysed from the outside. So if we conditionally divide the factors affecting students' learning into external and internal, then regarding this article it is worth paying attention to one of the internal factors, namely the professionalism of the teacher. Self-monitoring is one of the most useful and effective tools in improving the teaching-learning process as well as developing new skills of the teacher who applies it. Unfortunately, the mini-survey showed that only some respondents resort to this practice in order to acquire the necessary skills, which is a negative practice [12]. This is a fairly widespread problem among teachers, which can be preceded by both heavy workload at work and inability to use this technique properly. It was in the interest of the study to identify whether teachers see the relationship between skill development and self-control. And by conducting a survey among a small number of random respondents from various educational organizations for school-age children, it was revealed that modern teachers do not associate self-control with the development of new skills.

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Мұғалімнің өзін-өзі тәрбиелеуі мен жаңа дағдыларды қалыптастыру арасындағы байланыс

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Бұл мақала педагогикалық шеберлікті қалыптастырудың өзекті мәселесіне, атап айтқанда, ағылшын тілі мұғалімінің дағдыларын қалыптастыру мен дамытудағы өзін-өзі бақылаудың рөліне арналған. Зерттеудің мақсаты – біздің еліміздегі ағылшын тілі мұғалімдерінің оқу дағдыларын жетілдіру үшін өзін-өзі бақылау құралын қолдануының қазіргі жағдайын сипаттау. Жұмыс барысында мәселенің Қазақстандағы және әлемдік тәжірибедегі тарихы зерттелді. Бұл біздің қоғамдағы ағылшын тілі мұғалімдерінің өзін-өзі бақылауды қолдануының суретін белгілі бір дәрежеде сипаттауға мүмкіндік беретін сауалнама үшін өзекті сұрақтарды тұжырымдауға мүмкіндік берді. Сауалнама Google формасы арқылы әртүрлі оқу орындарының ағылшын тілі мұғалімдері арасында жасырын түрде жүргізілді. Сауалнама жүргізу, алынған мәліметтерді талдау, нәтижелерді сипаттау және зерттеудің қорытындыларын тұжырымдау үшін статистикалық және салыстырмалы талдаулар, ақпаратты синтездеу және жіктеу әдістері қолданылды.

Кілт сөздер: өзін-өзі бақылау, педагогикалық шеберлік, шеберлік, сапа, ағылшын тілі.

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Взаимосвязь между самоконтролем учителя и формированием новых навыков

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Статья посвящена актуальной проблеме становления педагогического мастерства, а именно, роли самоконтроля в формировании и развитии навыков учителя английского языка. Цель исследования – описать современное состояние применения преподавателями английского языка в нашей стране инструмента самоконтроля для улучшения навыков обучения. В процессе работы была изучена история вопроса в Казахстане и в мировой практике. Это позволило сформулировать актуальные вопросы для анкеты, позволяющей в определенной мере описать картину использования самоконтроля учителями английского в нашем обществе. Опрос был проведен среди преподавателей английского языка различных учебных заведений анонимно с использованием формы Google. Для проведения социологического опроса, анализа полученных данных, описания результатов и формулирования выводов исследования были использованы статистический и сравнительный анализы, синтез и классификация информации.

Ключевые слова: самоконтроль, педагогическое мастерство, навык, качество, английский язык.

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FORMATION OF NATIONAL VALUE ORIENTATIONS OF STUDENTS IN THE AXIOLINGUISTIC ASPECT

Turning of linguistics to the anthropogenic paradigm in recent decades has led to a spread of interdisciplinary humanitarian studies based on «Man-World-Language», «Man-language-Cognition», and «Man-Language-Culture» and «Man-Language-Value» triads. A new scientific paradigm aimed at describing the manifestation of worldview concepts in language, as the most important achievements of human civilization, has contributed to the formation of complex branches of linguistics. The anthropocentric principle of mastering national values has been widely implemented in teaching axiolinguistics to students. Considering the issues of axiolinguistics at higher education institutions is a priority in identifying and explaining the peculiarities of the linguistic image of the world and the national mentality that forms national worldview, national