

RESUME

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Students training for conscious maternity

In this article it is considered different definitions to “maternity” concept as well as moral and psychological aspects of students training for maternity which mean human perception of the whole set of requirements, duties, social standards of behavior. This training is oriented to increasing of responsibility of students before family life, social prestige of maternity, psychological readiness of students for maternity, obtaining succinct knowledge. The level of psychological readiness for maternity is determined by the combined effect of positive and negative factors influence by the moment when a woman becomes a mother.

Key words: *psychological readiness, family, mother’s role, parenthood, maternal functions, values.*

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On the issue of implementing the competence approach in teaching process

Annotation. *The article reveals the issues of applying the competence approach in conditions of new development of educational paradigm. In particular, a great attention is paid to the issues of competence approach in training. The article also represents the essence of person-oriented training. The research of the stated issues is based on the theoretical works of the scientists who study the issues of education content. The thesis of the necessity to socialize educational process is proved in the article.*

Key words: *competence, personal-oriented training, education content, education socialization, educational paradigm, knowledge increase.*

The educational paradigm is changing today. The main contradiction of the modern education system is that there is a discrepancy between a rapid pace of knowledge increase in the modern world on the one hand and limited opportunities of its assimilation by students on the other hand.

At the same time as it is stated in theoretical works on the competence approach in education you need not only have knowledge as such, you have to possess definite personal characteristics and at any time to be able to find and select suitable knowledge in a great human made knowledge stores [1, 84 p.]. Modern scientific and pedagogical society is interested in this topic.

Competence consists of the knowledge as “understanding” (academic knowledge), the knowledge of “how to act” (practical and operational application of the knowledge to the specified situations and cognitive tasks) and the knowledge “what to do” (valuable and motivational orientations) [2, 25 p.]. The competence approach in general education corresponds to the social expectations in education since the acquisition of essential competences enables a person to orient in the modern society, forms a person's ability to react fast to the diverse demands of the time [3, 99 p.].

On the basis of theoretical statements of the personal-active approach in the academic process which have been represented in various contexts in the works of such scientists as V.S. Lazarev, L.C. Vigotsky, A.N. Leontiev, S.L. Rubinshtein, E.V. Bondarevskaya, V.V. Serikov, V.T. Fomenko, A.K. Markova, B.G. Ananiev and others as well as the conceptual basis of contextual teaching (Verbitsky A.A.), there have been proposed an idea to organize the educational process in a single personal-training system of education.

Personal-training approach is considered by the scientists as the basis of academic process organization, as the way of its intensification.

The feature of this approach is that it leads to the process of “assignment” of the acquired knowledge content. A student from the very beginning uses the whole potential of his/her activity directed to the development of the main groups of professional and social competences in the conditions of using didactically reasonable combination of individual and cooperative forms of work.

Students' effective activity causes from the non-traditional forms of classes aimed at the development of students' skills. There is a constant process of society modernization.

Society modernization is based on education modernization, on its informative and structural renewal. The mission of education is that to create social stability and progress, to restore and develop cultural and labour potential of the country. In order to reach this aim it is necessary to achieve harmony in all spheres of human activity particularly to resolve the contradictions between a human and the nature, the nature and the society, civilizations and cultures, between people themselves, etc.

Thus, the urgent issue is to find a consensus of diverse values as the aims of education, the idea of multiculturalism, conservation of culture diversity while the majority of people except some general basic values [4, 125 p.]. Common basis of the modern strategy of education is humanistic concept that is based on the unconditional recognition of a human being considered to be the highest value [4, 176 p.].

Social demands to an individual as a person, his qualities and abilities are fundamental. Education has been one of the key vital values. The desire to get knowledge is not only a guarantee to have material goods, but also awareness of an individual of his place in culture.

Substantially focused orientation is determined by the increased demands of the world community to the acquired knowledge and skills in connection with the new level of production, science and culture.

Personally oriented focus is expressed in the priority of interests of a developing person and is realized through the personally oriented technology in teaching and training [4, 27 p.].

Thus, a new pedagogics is being built. It is based on the idea of humanism, its parity, recognition of a human life and life in general as a supreme value.

Modern education is characterized by the tendency of depersonalization (teacher's conclusion on the educational process) which is revealed in technological and postmodern pedagogical trends. These trends are pedagogical projections of the appropriate philosophical and ideological orientations in the world culture. These trends confront the classical humanistic philosophical and pedagogical tradition.

The social and pedagogical ideal is always, explicitly or implicitly, considered to be a target landmark of training and educational process. It includes the following components:

- a) the ideal person for teachers themselves and students in teaching and training process;
- b) the ideal of pedagogical activity (methods and techniques of training and education).

The social and pedagogical ideal includes the following aspects: target (the main purpose of education), axiological (the highest value of education), ethical (qualities and characteristics which must be trained in a student and, thus, those qualities and characteristics which a perfect teacher must possess) and methodological (training and educational programmes and teaching systems).

The content of education as a social and cultural phenomenon is an integrative system reflecting a part of the total social experience. Continuity of cultures that provides society's social progress is carried through the content of education. In accordance to this view the problem of education content was urgent in all historical periods in a varying degree.

In this transitional stage our generation is given a responsible mission of creating the foundations of the new education space. Undergoing a hard stage of development, education system in Kazakhstan, as in all CIS countries, is finishing the implementation of well-known cultural "science-manufacturing-education" macro-model. Nowadays, at the beginning of the XXI century we realize that the modern social and cultural situation determines a different understanding of education. The new attitude to education as a culture sphere and a new education paradigm are perceived as the key to solve not only the problems of education system itself, but general culture crisis of the modern world. Thereby, the time of implementing a new cultural "culture-education-history" macro-model is coming. Coming out of this macro-model, modern view on the education as a culture sphere intensifies the significance of humanization of the education process in total and the role of humanitarian education in particular. Person's priority in education causes the formation of the education content on the new principles which provide democratic reforms on the one hand, and using everything positive that have been kept by education history on the other hand. Positive experience of the past is really essential from the point of view of the structuring of education's content's scientific principles. At the modern stage of society's development historical experience is important as there are various tendencies, trends in philosophical, psychological principles of education that predetermine the birth of different models of education [5, 8 p.].

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ТҮЙІН

Б.Е. Кильдибекова, «Педагогика және психология» мамандығы бойынша білім беру магистрі
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Білім беру үдерісіне құзыреттілікті қалыптастыру тәсілін енгізу

Мақалада оқытудың жаңа парадигмасы жағдайында құзыреттілікке баулу тәсілін қолдану мәселесі қарастырылған. Басым назар оқытудағы құзыреттілік тәсілдеріне аударылады. Сонымен қатар тұлғаны дамытуға бағытталған оқытудың мән-мағынасы ашылады. Ашылған тақырып шеңберінде бірқатар теориялық зерттеулер қолданылған. Білім беру процесін әлеуметтендірудің қажет екені туралы тезис расталады.

Түйін сөздер: құзыреттілік, тұлғаны дамытуға бағытталған оқыту, білім берудің мазмұны, білім беру саласын әлеуметтендіру, білім беру парадигмасы, білімді кеңейту, білім қосу.

РЕЗЮМЕ

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Внедрение компетентностного подхода в процесс обучения

В статье рассматриваются вопросы применения компетентностного подхода в условиях нового развития образовательной парадигмы. В частности, особое внимание уделяется вопросам компетентностного подхода в обучении. Наряду с этим раскрывается сущность личностно-ориентированного обучения. Решение круга очерченных проблем основывается на теоретических разработках исследователей, решающих вопросы содержания образования. Подтверждается тезис о том, что необходима социализация образовательно процесса.

Ключевые слова: компетенция, личностно-ориентированное обучение, содержание образования, социализация образования, образовательная парадигма, приращение знаний.

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Организация мониторинговых исследований по оценке эффективности полиязычного образования

Аннотация. В данной статье рассмотрены вопросы развития полиязычного образования в аспекте международного опыта. Показано, что понимается под полиязычием в странах Европы, какие меры предпринимаются для того, чтобы полиязычное образование стало нормой. Представлен возможный подход к организации мониторинговых исследований по оценке эффективности полиязычного образования в Республике Казахстан.

Ключевые слова: полиязычное образование, полиязычная личность, полиязычие.