

METHODS OF CONDUCTING SEMINARS AND PRACTICAL APPLICATION IN THE SYSTEM OF MODERN EDUCATION

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Abstract. With the development of science and technology, human capabilities have significantly expanded, new technologies with enormous learning resources have appeared. The qualitative changes that occur in this case indicate that the usual processes of "learning" no longer fit into the framework of traditional teaching methods and tools, as well as the individual abilities of the teacher. There are new technical, informational, printing, audiovisual means with their inherent new techniques that become an integral component of the educational process, introducing certain specifics into it.

The main purpose of the scientific article is to analyze the most well-known methods, structures, type and forms of seminars and modern educational technologies used by higher school teachers in the educational process. The description of innovative educational technologies is based on well-known publications, observations of the work of experienced teachers, as well as the authors' own experience. Descriptions of technologies include a brief classification characteristic, an analysis of the features of the most effective educational technologies.

In the process of research, the authors of the article successfully applied such methods as theoretical, logical and professional thinking. The authors base their conclusions on the study, analysis, synthesis and generalization of professional literature, and best practices in the use of modern educational technologies and methods of conducting seminars.

The authors analyzed the key types and features of the methods of conducting seminars, as well as highlighted the factors influencing the choice of a particular method. The key competencies and skills formed by students within the framework of the application of innovative educational technologies are identified.

The conclusions made in the article can be useful in university practice in conducting seminars.

Keywords: seminars, modern educational technologies, teaching methods, interactive learning, student, teacher, teaching methods, practical application.

Basic provisions

The paradoxes of the modern educational situation are that despite the presence of a huge amount of research in the field of new educational technologies, passive methods continue to dominate in pedagogical practice. The following reasons can be mentioned:

- a longer tradition of using passive methods;
- distrust of relatively innovative methods;
- lack of teachers' own experience of interactive learning;

- insufficient methodological preparedness of teachers.

It is also obvious that in recent years the irritation of practical teachers about new models of education has been increasing, and this is largely justified by the lack of specific methodological materials, without which it is impossible to put new pedagogical ideas into practice, no matter how convincing the lectures and research of scientists sound. Even the most creative teachers and university students feel the need for practical development of new technological solutions that allow them to provide high-quality education that meets modern requirements.

The main task of modern education is the formation of skills of independent critical thinking of the student. Technologies based on the theory and practice of personality-oriented learning are aimed at finding methods and forms of learning that stimulate cognitive activity and independence of the student.

Introduction

Modern pedagogical technologies should be improved in accordance with the changing needs of the labor market, to ensure the individualization of educational programs and ways of mastering them, depending on the interests and abilities of students.

Materials and methods

In the process of research, the authors of the article successfully applied such methods as theoretical, logical and professional thinking. The authors base their conclusions on the study, analysis, synthesis and generalization of professional literature, and best practices in the use of modern educational technologies and methods of conducting seminars.

Results and discussion

The choice of the optimal method of conducting a seminar class will be determined by many factors: the specifics of the discipline being studied, the training needs of specific specialists, the capabilities of the teacher, as well as the abilities and readiness of the student. The most acceptable approaches to learning today are the ideas of "experiential learning", dialogues, as well as the development of critical thinking, group interaction training, modular-rating learning technologies.

The basis of the modular rating technology is:

- distribution of the material into segments;
- individual work with students;
- the use of a mixed form of education using interactive methods;
- transformation of the role of a teacher into a consultant.

The modules include lectures, practical classes, independent work of students with a teacher and independent work of students. Seminars are supposed to be held in each module, performing the function of boundary control of knowledge, as well as allowing to identify problematic issues in discussions that have not received due attention in the educational process.

As an active form of learning, the seminar performs a special function that contributes to the formation of thinking, search and concentration.

Seminar classes are classified by types:

1. seminar, as a form of conducting a special course, independent of lectures;
2. seminar as a supplement or continuation of the lecture course;
3. practical seminar, how to work out specific skills.

The organization and content of seminars with students depend on: the type and program of the training course, which includes seminars; the level of training of students (first, subsequent, final courses, seminars for undergraduates and doctoral students); the content of the training course and its place in the system of training students in this specialty.

The seminar program offers literature topics for each lesson: textbooks and manuals, articles by domestic and foreign authors, scientific works by leading specialists, which are reported by the teacher as part of the assignment for the next seminar.

The seminar involves students' reports, which are discussed by a group under the guidance of the seminar teacher, followed by the teacher's explanations and discussion. For the next seminar session, respectively, general and individual tasks are given: all students of the seminar are offered literature to study, and future speakers are provided with additional materials. Therefore, it is methodically useful for each student to prepare at least one report during the semester. It is important that every student has the opportunity to actively participate in the seminar.

Let's consider the structure of the seminar class.

1. Topic, purpose and objectives of the seminar assignment. The teacher's introductory speech.
2. The seminar session is recommended to be divided into four blocks.
 - Work with new concepts on this topic.
 - The topic of the seminar session provides for consideration of the following issues.
 - Protection of the developed project by students.
 - Discussion questions, creative tasks, tasks, tests.

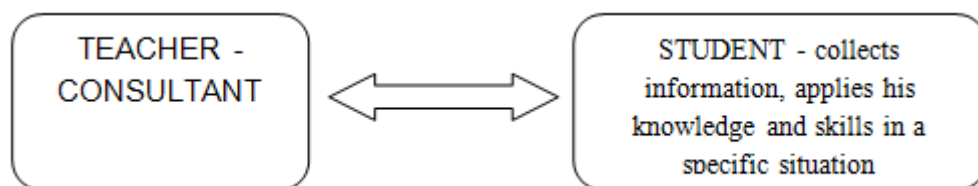


Figure 1 - Scheme of the seminar class methodology.

3. After studying the topic, the student:
 - demonstrates knowledge and understanding in the field being studied, including elements of the most advanced knowledge in this field;
 - applies knowledge at a professional level;
 - is able to formulate arguments and solve problems in the field under study;
 - develops skills to continue self-study

Of course, no forms of interactive learning can replace personal contacts between a teacher and a student. But interactive manuals, communication on the

Internet, test programs seem to be a powerful auxiliary tool of higher education, which can include:

- Internet classrooms seem to be a very effective auxiliary means of teaching, they develop the creative potential of students, since the teacher is directly involved in the course of the student's work. Many teachers who conduct seminars in the main courses create online classrooms where consultations are carried out, reports, projects, term papers and theses are created and discussed.

- Distance learning is especially relevant, which include electronic video courses, test tasks, Internet conferences - everything that maintains constant contacts between students and the teacher, as well as contributes to the formation of a student educational Internet team.

- Interactive electronic textbooks and manuals primarily on the main courses. The electronic course contains a system of footnotes explaining scientific concepts, the content of various concepts of a general and particular nature, the structure of the subject, data of related disciplines essential for understanding the course. All this together with the direct teaching of the course - lectures, seminars and practical classes, writing essays, term papers and theses gives high results [1].

Three types of seminars are practiced at the higher school:

1. a seminar, the main purpose of which is an in-depth study of a certain course and having a strong thematic connection;

2. a seminar designed for thorough study of certain relevant topics of the course and research type with the subject;

3. a research-type seminar with topics on individual problems for their in-depth development.

The forms of the seminar class depend on the following factors:

- the content of the topic and recommended sources and manuals on it, as well as on their volume;

- the level of preparedness, organization and efficiency of this seminar group, its specialization and professional orientation;

- experience of using various seminar forms in previous classes.

In the practice of seminars, the higher school identifies a number of forms:

- seminar-colloquium;

- business seminars;

- seminar-debate;

- seminar - press conference;

- commented reading;

- exercises for independent thinking, written (control) work;

- detailed conversation;

- discussion of reports and abstracts;

- online seminars: web conferences, online conferences, webinars and others

[2].

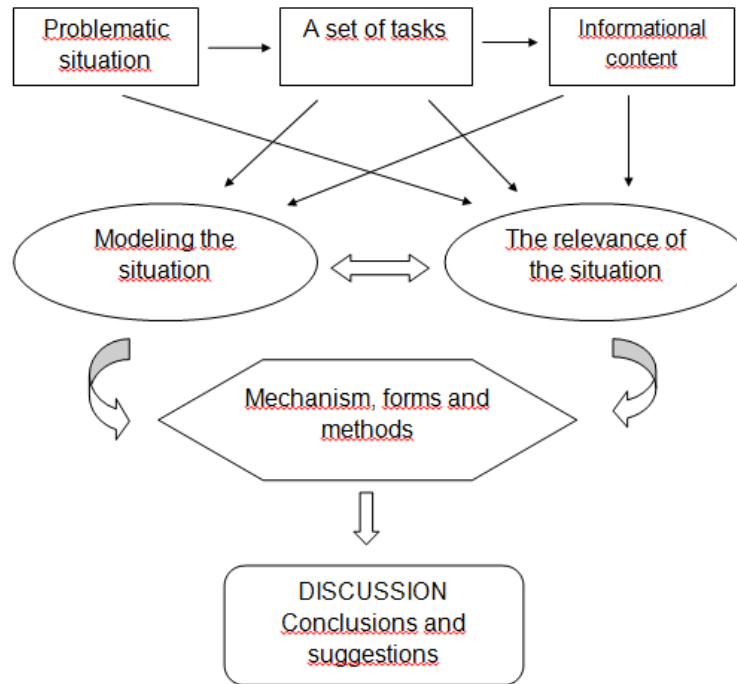


Figure 2 - The model of the seminar-dispute.

A detailed conversation implies the preparation of a student on each issue of the lesson plan with a single list of recommended mandatory and additional literature for everyone; the study of additional relevant information; student presentations with a defense

In a group or on a stream, a seminar-debate has a number of advantages. The dispute as an element of a regular seminar can be pre-planned or caused by the teacher during the lesson. During the discussion, students show oratory, resourcefulness, quickness of mental reaction and the position defended in the dispute develops in them as a deeply personal vision. [3]

The seminar - press conference is one of the varieties of the reporting system. According to all points of the seminar plan, the teacher instructs students (one or more) to prepare short reports.

The commented reading of primary sources at the seminar aims to promote a more meaningful and thorough work of students on the recommended philosophical literature. Most often, it is only an element of a regular seminar in the form of a detailed conversation and lasts only 15-20 minutes. Commented reading helps to teach students to better understand philosophical sources. Commenting can be singled out as an independent item of the seminar plan.[4]

Independent thinking exercises are usually included as one of the elements in a detailed conversation or discussion of reports. The seminar leader selects several statements of prominent thinkers directly related to the topic of the lesson, and depending on the situation, without naming the authors of these statements, invites students to analyze the latter. At the request or on the call of the teacher, an analysis of the passage is performed. [5]

Conclusion

The considered methods of activating the cognitive activity of students, based on the methods of conducting seminars, are quite correlated with the well-known and described in the literature educational technologies. However, these methods are the most relevant and can be significantly expanded, since this technique is a complex set of actions and can be used not only entirely but also partially.

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СЕМИНАР САБАҚТАРЫН ӨТКІЗУ ӘДІСТЕМЕСІ ЖӘНЕ ҚАЗІРГІ БІЛІМ БЕРУ ЖҮЙЕСІНДЕ ПРАКТИКАЛЫҚ ҚОЛДАНУ

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Аңдатпа. Ғылым мен техниканың дамуымен адамның мүмкіндіктері едәуір кеңейіп, үлкен білім беру ресурстары бар жаңа технологиялар пайда болды. Бұл жағдайда пайда болатын сапалық өзгерістер әдеттегі "оқыту" процестері дәстүрлі оқыту әдістері мен құралдарының шеңберіне, сондай-ақ мұғалімнің жеке қабілеттеріне сәйкес келмейтіндігін көрсетеді. Жаңа техникалық, ақпараттық, полиграфиялық, аудиовизуалды құралдар пайда болады, олардың жаңа әдістері бар, олар білім беру процесінің ажырамас бөлігі болып, оған белгілі бір ерекшелік әкеледі.

Ғылыми мақаланың негізгі мақсаты - оқу процесі аясында жоғары мектеп оқытушылары қолданатын семинарлардың ең танымал әдістерін, құрылымдарын, түрлері мен формаларын және заманауи білім беру технологияларын талдау. Инновациялық білім беру технологияларының сипаттамасы белгілі басылымдарға, тәжірибелі мұғалімдердің жұмысын бақылауға, сондай-ақ авторлардың жеке тәжірибесіне негізделген. Технологияның сипаттамаларына қысқаша жіктеу сипаттамасы, ең тиімді білім беру технологияларының ерекшеліктерін талдау кіреді.

Зерттеу барысында мақала авторлары теориялық, логикалық және кәсіби ойлау сияқты әдістерді сәтті қолданды. Авторлардың тұжырымдарын құру негізіне кәсіби әдебиеттерді зерттеу, талдау, синтездеу және жалпылау, заманауи білім беру технологиялары мен семинар сабақтарын өткізудің әдістерін қолданудың озық тәжірибесі алынды.

Авторлар семинар сабақтарының әдістемелерінің негізгі түрлері мен ерекшеліктерін талдады, сонымен қатар нақты әдісті таңдауға әсер ететін факторларды анықтады. Инновациялық білім беру технологияларын қолдану шеңберінде білім алушыларда қалыптастырылатын негізгі құзыреттер мен дағдылар айқындалды.

Мақалада келтірілген тұжырымдар Университет тәжірибесінде семинар сабақтарында пайдалы болуы мүмкін.

Тірек сөздер: семинар сабақтары, заманауи білім беру технологиялары, оқыту әдістемесі, интерактивті оқыту, студент, педагог, оқыту әдістері, практикалық қолдану.

МЕТОДИКА ПРОВЕДЕНИЯ СЕМИНАРСКИХ ЗАНЯТИЙ И ПРАКТИЧЕСКОЕ ПРИМЕНЕНИЕ В СИСТЕМЕ СОВРЕМЕННОГО ОБРАЗОВАНИЯ

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Аннотация. С развитием науки и техники значительно расширились возможности человека, появились новые технологии с колоссальными обучающими ресурсами. Качественные изменения, возникающие при этом, свидетельствуют о том, что привычные процессы «научения» уже не укладываются в рамки традиционных методик и средств обучения, а также индивидуальных способностей преподавателя. Появляются новые технические, информационные, полиграфические, аудиовизуальные средства с присущими им новыми методиками, которые становятся неотъемлемым компонентом образовательного процесса, внося в него определённую специфику.

Основной целью научной статьи является анализ наиболее известных методик, структур, тип и форм проведения семинарских занятий и современных образовательных технологий, применяемых преподавателями высшей школы в рамках учебного процесса.

Описание инновационных образовательных технологий основывается на известных публикациях, наблюдениях за работой опытных педагогов, а также собственном опыте работы авторов. Описания технологий включают в себя краткую классификационную характеристику, анализ особенностей наиболее эффективных образовательных технологий.

В процессе исследования авторами статьи успешно применялись такие методы, как теоретическое, логическое и профессиональное мышление. В основу построения выводов авторами взяты изучение, анализ, синтез и обобщение профессиональной литературы, и передового опыта использования современных образовательных технологий и методов проведения семинарского занятий.

Авторами проанализированы ключевые виды и особенности методик проведения семинарских занятий, а также выделены факторы влияющие на выбор конкретного метода. Определены ключевые компетенции и навыки, формируемые у обучающихся в рамках применения инновационных образовательных технологий.

Сделанные в статье выводы могут быть полезны в вузовской практике в проведении семинарских занятий.

Ключевые слова: семинарские занятия, современные образовательные технологии, методика преподавания, интерактивное обучение, студент, педагог, методы обучения, практическое применение.

Статья поступила 27.05.2022