

MODELING OF SUBJECT-PROCEDURAL ASPECTS OF THE CONTENT OF FOREIGN-LANGUAGE-PROFESSIONAL ECONOMIC PROFILE TRAINING OF TEACHERS OF FOREIGN LANGUAGES

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Abstract. This article dwells on the topic of “«modeling of subject-procedural aspects of the content of foreign-language-professional economic profile training of teachers of foreign languages». this article clearly reflects the topic of the content of the project, where it was necessary to show the theoretical and practical significance of the relation between the language and economic training of a foreign language teacher in the context of high school professionalization.

Key words: profile school education, modeling, economy, culture

Socio-economic changes taking place in recent decades in Kazakhstan have led to the need to update the content of education, both for students in schools and for future teachers. In the context of the economic component, the professional competence of the teacher is extremely important. In a difficult time of economic changes, higher education institutions, performing their main educational function, are designed to form future teachers' ideas about the market economy, develop their economic thinking, special qualities, skills and abilities that contribute to adaptation and socialization in market conditions. At the same time, it is necessary to find opportunities for interaction between general education training and the development of universal competencies, special training of teachers for entrepreneurship based on the formation of economic ideas.

In accordance with the trends in the development of the world economy and market relations, the preparation of teachers for economic activity is becoming an actual direction of modern education in Kazakhstan. Economic training in the context of specialized training includes the study of knowledge about the basics of economics, the formation of ideas about the market economy, acquaintance with the basics of modern production and the formation of special skills that contribute to the adaptation of future graduates of teachers to market relations. To date, Russian and foreign pedagogical science has a significant theoretical resource for understanding the problems of specialized education in economics.

Specialized training is considered as an organizational and pedagogical means of developing special abilities in the research of S. N. Ryagin, A. A. Chernyshev, A. M. Shamaeva, etc. [1]

The theoretical foundations of economic education and education of schoolchildren were developed by well-known Russian scientists A. F. Amend, Yu.K. Vasiliev, I. A. Sasova, B. P. Shemyakin, L. P. Kurakov and others. Their works reveal the essence of the concepts of "economic culture", "economic

education", " economic education", " economic culture", " economic thinking", "economic ideas". However, when revealing the meaning and content of these economic categories, the mechanisms of transition from the primary perception of economic phenomena to a meaningful understanding of them in the views of students and their significance in choosing a future profession in the field of economics are not sufficiently taken into account. [2]

The scientific foundations, relevance and significance of economic profile education for modern conditions of society development have become the subject of research by H. A. Alizhanova, A.V. Androsov, N. M. Borovitin, T. M. Matveev, V. V. Nevolin, S. N. Regin, I. M. Sayapova, R. Teller, etc. But in these studies, the mechanisms of formation of economic ideas also did not receive due attention. [3]

There is a wide range of research related to the scientific foundations, content and technologies of the formation of entrepreneurial skills. These aspects of the problem of economic profile training are revealed in the publications of T. P. Afanasyeva, M. V. Bogdanova, N. I. Gorodetskaya, T. V. Yelisina, E. M. Ivanishina, V. D. Neklyudov, M. Yu. Romanova, B. Fishman, B. I. Charushina, etc. But these studies were conducted in a limited way.

The problems of developing and using economic problems and situations in specialized economic training have become the subject of scientific and methodological research by E. F. Borisov, S. D. Volkov, N. A. Zaichenko, A. P. Kadaner, S. Yu. Kozlova, B. V. Korneychuk, V. P. Pugachev, etc. However, the productivity of solving economic problems and situations by young people depends on a clear understanding of the situations of economic relations, for which there are no sufficient grounds in these studies. [4]

In the works of these scientists, the following tasks are put forward, which are subject to consideration:

1. To identify the essence and specifics of the economic ideas of future foreign language teachers at the stage of choosing and implementing the socio-economic profile of training;

2. Identify and evaluate the specifics of the formation of ideas about different areas of the economy and in specialized training;

3. To develop a model for the formation and use of economic ideas of teachers of future specialized classes to identify significant mechanisms for organizing economic specialized training;

4. Develop a program, content and technologies of specialized training on the formation and use of economic concepts in the implementation of professional choice;

5. To identify and experimentally substantiate effective pedagogical conditions for the formation and use of economic ideas in the statement of objectivity and awareness of students ' choice of professions in the field of economics. [5]

Modeling in pedagogy is understood as the construction of copies, models of pedagogical materials, phenomena and processes. It is used for the pedagogical systems under study. Their study provides new information about this object. So,

according to I.A. Kolesnikova, a model is an artificially created sample in the form of a diagram, description of physical structures or formulas, similar to the object (phenomenon) under study and reflecting or reproducing in a simpler form the structure, relationships and between the elements of the object.

Modeling is widely used to represent and transform objects, phenomena or processes that are not yet in reality or for some reason are not available. The model allows you to operate with them, defining stable properties, to highlight individual essential aspects of the designed objects, phenomena, processes and subject them to a more scrupulous logical analysis.

The first prerequisites for the actualization of the issue of modeling the educational process were presented in the works of E.S. Zair-Bek, V.M. Monakhova, V.V. Serikov, V.A. Slastenin, M.A. Choshanova, T.I. Shamova, who dealt with the problem of pedagogical design. Pedagogical design has given a new start to the technological approach to education. N.K. Gladysheva, V.V. Guzeev, V.I. Krupich emphasized that pedagogical design is based on didactic and methodological principles. A.N. Kolmogorov, V.G. Razumovsky, A.M. Sokhor, V.N. Fedorova, P.M. Erdniev, describing the logical structure of the educational material in the form of formal schemes, presented didactic materials on individual subjects, particular methodological problems. V.A. Slastenin and V.N. Shiyanov proposed to consider design as a meaningful, organizational-methodological, material-technical and socio-pedagogical formulation of the concept and implementation of a holistic solution of a pedagogical task, carried out at the empirical-intuitive, experimental-logical and scientific levels [6, p. 576]. As you can see, many researchers identified a special methodological stage in the activities of pedagogical design - modeling.

A.N. Dakhin talks about modeling as an activity related to the isolation of the normative aspect from theoretical knowledge and the reconstruction of normative knowledge in a specific subject area and in the language of the subject, a specific teaching methodology, in terms that are understandable for teachers and subject methodologists. To obtain normative knowledge in the context of a subject, specialized activity is required, a "mediator" for the transformation of theoretical knowledge into a normative methodological tool, which is modeling.

For decades, modeling has been one of the most relevant methods of scientific research, which is widely used in pedagogical and methodological sciences. Trends in the development of the modern structure of education are associated with the actualization of the tasks of modeling the educational environment, as generalizing and allowing to analyze the models created in the study of education. In order to identify the possibilities of optimizing the organization and management of education, it is necessary to study the educational space as a structure using models of educational systems.

At the center of the educational space is the student and the models that allow you to study him from different angles. First of all, a personality model is distinguished, which is a set of essential properties and qualities of a personality for existence in the modern world, and a student's model, under which we, following G.A. Atanov and I.N. Pustynnikova understand the knowledge about the student

used to organize the educational process. The learner's model can be viewed on the basis of his behavior in the learning process (dynamic behavioral model) and in accordance with the requirements of the learning goal.

The next direction of modeling is an educational two-unit process of training and upbringing. In order to combine the processes of teaching and upbringing, the teacher needs to pay attention to the organization of the educational process, thereby creating a new model - a model for optimizing the organization and management of the educational process. These models will differ in the forms and methods of interaction between the subjects of the educational process, technologies for the development, presentation, storage and transmission of educational content, methods of forming and consolidating the knowledge and practical skills of students. Models of developing, problematic, programmed, heuristic learning, the model of "dialogue of cultures", and the model of designing the educational process are widely used in modern education.

In addition to traditional models of organizing the educational process, innovative models are used that differ in the degree of intensity of interaction between the teacher and the student, the degree of integration of theory with practice, the degree of organizational and methodological support and control of the student's independent work by the educational institution.

According to O.A. Zakharova, L.P. Rylshchikova and E.B. Atroshina, the blended learning model, which is the integration of traditional and distance learning, seems promising, since interdisciplinary connections and the integration of various forms of education are the main factors in modeling the educational process [7].

All models of the educational process are based on the interaction of the student with the teacher. So, for example, the model of pedagogical situations allows you to model conflict situations by creating special game situations in the classroom. Involving schoolchildren in their resolution helps the teacher to correct behavior in the group, to prepare for the correct settlement of possible conflicts.

The modeling procedure as an objective and universal epistemological procedure is widely used in the methodology. Methodologists use modeling as a means of solving theoretical and practical problems using models of the educational process in general and specific lessons in particular. The lesson in this case acts as a unit of the educational process, a complex controlled dynamic complex of educational tasks, leading students in the optimal way to a specific goal under specific conditions.

All models developed for the educational process should be guided by the real level of the teacher's didactic and methodological competence. Having been constructed and proposed for implementation, the lesson model contains a justification for the conditions of its applicability, i.e. motivation of the goals of the lesson and the content of the educational material, methods and techniques of teaching, in which it will be effective. Thus, the most valuable is not the finished model itself (lesson plan), but the procedure for obtaining it, the algorithm of the teacher's activity, the methodologist when creating it, which can later be translated into an individual project of a specific lesson of a given teacher.

The lesson model reflects the ideal learning process. When adding a conditional situation with given conditions, the model goes into the project, and its final implementation occurs during the design and execution of a live lesson. Thus, following V.V. Kraevsky, we consider modeling as a part of design, the initial stage of which consists in defining normative ideas about its main characteristics, obtaining them in theoretical modeling. In this part, there will not yet be the specifics of the real class, but a set, a list of possible options, a range of current models should already be determined. Thus, lesson modeling is a function of subject teaching theory.

In the future, methodologists and teachers work with the created model to implement it in the next stages - construction and design. Constructing and designing are sequential stages of approaching an idea to its substantive implementation. In the design process, details and elements of the designed object are specified, and during design, a system of interrelations between these elements is created, and the project is drawn up.

In the methodology of teaching a foreign language G.V. Rogova and E.N. Solovov do not distinguish modeling as a special teacher's activity, combining forecasting, modeling, design and construction into one - lesson planning [8]. Lesson planning is a multifaceted activity of a teacher, which involves drawing up a script for a lesson, the support of his activities or a working lesson plan that will be subjective, the imprint of his personality. In this regard, the teacher predicts his activities in unity with the activities of students, regulating it. Such planning is necessary for the teacher for the effective implementation of diverse and complex tasks solved at any lesson, guaranteeing the progressive assimilation of a foreign language by students, as well as most clearly revealing its upbringing, educational and developmental potential. E.N. Solovova notes that only a teacher of the highest category is inherent in the trait of correct, logical lesson planning and predicting the possible behavior of students [9].

Having identified the problem of a training session, having determined the goal and tasks for its solution, it is necessary to focus on the choice of educational information that contributes to the implementation of the tasks. As a rule, the main content of the educational material is determined by the program, its summary is given in a textbook or study guide. Orientation to the final result of learning - the development of the student's ability to communicate at an intercultural level - speaks of the multicomponent nature of the learning content. Defining the content of teaching a foreign language, G.V. Rogova identifies three main components of training content: linguistic, psychological and methodological.

The implementation of the content of the lesson is impossible without teaching methods, since the method is "the core of the educational process, the connecting link between the projected goal and the final result". Method - a set of methods and techniques of joint coordinated activity of the teacher and students, as well as students with each other, in the process of which the latter achieve a certain level of proficiency in a foreign language and have a significant developmental impact on the personality of the student, on his ability and readiness to use the

studied language as a means of social interaction and mutual understanding with representatives of another culture, means of cognition of the latter .

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ШЕТ ТІЛДЕРІ ОҚЫТУШЫЛАРЫНЫҢ ШЕТ ТІЛДІК КӘСІБИ- ЭКОНОМИКАЛЫҚ БЕЙНДІК ДАЙЫНДЫҒЫ МАЗМҰНЫНЫҢ ПӘНДІК-ПРОЦЕССУАЛДЫҚ АСПЕКТІЛЕРІН МОДЕЛЬДЕУ

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Аңдатпа. Бұл мақала "19-20 ғасырлардағы ағылшын әдебиетінің материалындағы түстерді белгілеу арқылы шындықты тұжырымдамалау" тақырыбына арналған. Бұл мақалада 19-20 ғасырлардағы ағылшын әдебиетінің теориялық және практикалық негіздерін көрсету қажет болатын жоба мазмұнының тақырыбы нақты көрсетілген. Сондай-ақ, олардың мәдениетіндегі әр түрлі түстерді белгілеу арқылы әлем бейнесінің көрінісі айқын көрінеді.

Тірек сөздер: концепт, әлемнің көрінісі, дәстүрлер, мәдениет

МОДЕЛИРОВАНИЕ ПРЕДМЕТНО-ПРОЦЕССУАЛЬНЫХ АСПЕКТОВ СОДЕРЖАНИЯ ИНОЯЗЫЧНОЙ ПРОФЕССИОНАЛЬНО- ЭКОНОМИЧЕСКОЙ ПРОФИЛЬНОЙ ПОДГОТОВКИ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. Данная статья посвящена теме «моделирование предметно-процессуальных аспектов содержания иноязычной профессионально-экономической профильной подготовки преподавателей иностранных языков». в данной статье четко отражена тема содержания проекта, где необходимо было показать теоретическую и практическую значимость взаимосвязи языковой и экономической подготовки учителя иностранного языка в контексте профилизации высшей школы.

Ключевые слова: профильное школьное образование, моделирование, экономика, культура.

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