

**ҚАЗТҰТЫНУОДАҒЫ ҚАРАҒАНДЫ ЭКОНОМИКАЛЫҚ
УНИВЕРСИТЕТІ
БИЗНЕС ЖӘНЕ ҚҰҚЫҚ ФАКУЛЬТЕТІ
ӘЛЕУМЕТТІК ЖҰМЫС ЖӘНЕ ҚАЗАҚСТАН ХАЛҚЫ АССАМБЛЕЯСЫ
КАФЕДРАСЫ**

**КАРАГАНДИНСКИЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ
КАЗПОТРЕБСОЮЗА
ФАКУЛЬТЕТ БИЗНЕСА И ПРАВА
КАФЕДРА СОЦИАЛЬНОЙ РАБОТЫ И АССАМБЛЕИ НАРОДА
КАЗАХСТАНА**



**Халықаралық ғылыми - практикалық семинар
материалдары**

**Қоғамның әлеуметтік-экономикалық, саяси-құқықтық және
рухани дамуының стратегиялық ресурсы ретіндегі заманауи
білім трендтері**

Международен научно - практически семинар

**Тенденции в съвременното образование като стратегически
ресурс за социално-икономическо, политическо, правно и
духовно развитие на обществото**

Материалы

Международного научно-практического семинара

**Тренды современного образования как стратегического
ресурса социально-экономического, политико-правового и
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Қарағанды 2019

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Қоғамның әлеуметтік-экономикалық, саяси-құқықтық және рухани дамуының стратегиялық ресурсы ретіндегі заманауи білім трендтері: Халықаралық ғылыми-практикалық семинар материалдары, 01 қараша, 2019. – 150 б.

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Бұл басылым "қазіргі білім берудің теориясы мен практикасының философиялық талдауы" кафедралды ғылыми-зерттеу жобасын жүзеге асыру аясында өткізілетін халықаралық ғылыми - практикалық семинар материалдарынан тұрады, келесі бағыттар бойынша: қазіргі білім берудің теориясы мен практикасы: философиялық аспект; қазіргі білім берудегі парадигмалардың ауысуы; қазіргі білім берудің мақсатты бағдарлары ретінде руханилық және шығармашылық; білім берудегі қазіргі дағдарыстың мәні: жеңудің ерекшеліктері мен мүмкіндіктері; инклюзивті білім беру: қазіргі білім беру; Болон келісімі шеңберінде қазіргі заманғы білім беру трендтері; білім беруге практикалық-бағдарлы көзқарас; қазіргі заманғы білім берудің фундаменталды принципі; жаһандану әлемі жағдайында бірыңғай ғылыми-білім беру кеңістігіне кіру; білім беруді цифрландыру, қазіргі заманғы жоғары білім беруді дамытудағы мегатенция жағдайында құзыреттілік тәсілді іске асыру.

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уровень личностного включения в предстоящую деятельность. Теоретическая информация приобретает личностный смысл при условии ее прохождения через конкретные педагогические ситуации. Следовательно, необходимо введение такого понятия, как сопровождение с проигрыванием ситуаций будущего профессионального использования. При этом в ситуацию включаются как внешние условия, так и сам действующий субъект, а также люди, с которыми происходит общение и взаимодействие [4, с. 98].

Развитие коммуникативной компетентности педагога можно рассматривать и как совершенствование профессиональных компетентностей, и как одно из условий формирования и развития безопасной образовательной среды. Необходимость работы над коммуникативной компетентностью педагогов становится очевидной.

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В.А. Zhekibayeva, A.D. Kalimova, A.Zh. Anesova

PROCESS OF INTEGRATION IN TEACHING PUPILS OF THE PRIMARY SCHOOL

In the development of modern scientific knowledge, the priority characteristics defining its direction are the differentiation of sciences in combination with the synthesis of scientific knowledge, the transfer of research methods from one area to another, and integrative processes in the public consciousness. These features of modern science help to search for new ways of education development, the main aim of which is to grow a multidimensional creative person, holistically perceiving the world, able to actively act in the professional and social spheres.

The scientific and theoretical significance of these works, we believe that the integration processes in education are due to the need to create a holistic picture of the world in the minds of students, as well as to provide conditions for the full development of students. Thus, by offering various ways to implement integration in education, scientists emphasize their positive influence on the process of training and education, and also highlight a number of advantages:

- elimination of duplication of material;
- the ability to rely on already acquired knowledge in the study of new material;
- formation in the mind of the student a holistic picture of the world, the basics of scientific knowledge and skills, as well as increasing interest in learning activities.

From this it follows that the study and analysis of the problem of integration in education has confirmed its importance and positive impact on the pedagogical process, expressed in the desire to develop a modern person with systemic thinking, the ability to consciously analyze their activities, independent actions in conditions of uncertainty, and the acquisition of new knowledge and skills.

The analysis of scientific papers and pedagogical research shows that attention was paid to the problem of integration in the education of students in all periods of pedagogy and school development. The researchers drew attention to the philosophical concept of the leading role of activity in the development of the student; in their research, they uncovered a systemic and holistic approach to pedagogical phenomena, and also studied psychological theories about the interrelation of education and development processes.

All this was the basis for the development of the idea of integrated learning at the present time. Integrated learning today is especially important because it contributes to the successful implementation of new educational tasks defined by state documents. The integration of training involves the creation of fundamentally new educational information with the appropriate content of educational material, educational and methodological support, as well as new technologies [1, 90].

In a modern primary school, it is difficult to create a modern, holistic view of knowledge among pupils. The outlined trends in the development of education in Kazakhstan, in which integrative processes are more clearly visible, are beginning to be gradually realized. In the process of studying subjects, younger students learn the nature of knowledge, ways of memorizing, systematizing, structuring knowledge, acquire the ability of systems thinking, understanding new knowledge modeled on already known structures of scientific theories.

In the first case, the importance of integrative learning is emphasized for a complex perception of reality based on common methodological principles. In the second case, its significance for the solution of pedagogical and didactic tasks is demonstrated. Through integrated training, teachers in many countries prepare students for learning activities in an ever-changing world, forming complex knowledge, developing various skills of thinking and practical activities [2, 71].

The integrative type of knowledge is formed in the educational process of the primary school, combining direct experience, system thinking, non-traditional approach to the problem, intuition, analogy, associative thinking, since when integrating knowledge, differences and characteristic features of objects and phenomena are not leveled, on the contrary, integration knowledge while maintaining their essential features [3, 135].

In foreign pedagogy, integration in the pedagogical process is considered from two sides: first, from the point of view that all branches of science objectively reflect reality, obeying universal laws, have common concepts and cognitive mechanisms, with the integrating elements prevailing over differences between individual scientific disciplines; secondly, from the point of view of learning objectives, when different disciplines are taught taking into account the principles of integration and interdisciplinarity, while integrative principles are applied in cases where it is most conducive to the achievement of certain learning aims.

Integration was included in pedagogy as a full scientific concept and an important category of didactics at the very beginning of the 80-s years. The adoption by teachers of this term was prepared by the development of integrative processes in education over the preceding decades. Initially, this concept was invested with a philosophical meaning, which reveals the subject of integration as a single worldview that brings integrity to the knowledge of the world.

In the psychological and pedagogical sciences, the problem of integration has its own history, remaining relevant at the present time. More often it is considered to solve the problem of organizing a holistic learning process and implementing interdisciplinary connections in it. Of particular interest for the development of the theory of integrative learning and interdisciplinary connections are the data of educational psychology. Such famous researchers as N.A. Menchinskaya, E.N. Kabanova-Meller, A.N. Leontiev, P.A. Galperin,

A. A. Smirnov, P. A. Sheverev, D.N. Bogoyavlensky, D.B. Bogoyavlenskaya, M.N. Shardakov, N.B. Shumakova, Y. I. Shcheblanova and others developed a theory of learning, described the specific content of mental processes underlying mental operations, created a solid foundation for the implementation of the idea of mutual relations between academic disciplines.

In pedagogical science, researchers have identified a number of concepts that are integrative in nature. These include works devoted to the study of the methodology and methodology for the study of synthesizing processes (interdisciplinary connections, continuity, integration) in pedagogy (V.S. Bezrukova, N.M. Berulava, V.I. Zagvyazinsky, I.D. Zverev, V. K. Ilyin, Yu.A. Kustov, V.N. Maksimova, M.I. Makhmutov, Yu.N. Rakcheeva, V.D. Semenov, Yu.S. Tyunnikov and others); disclosing integrative ideas - comprehensive and harmonious development of personality, integrative education (P.A. Kropotkin) and school integration with production and society as a whole (J. Dewey, P. Natorp), cathedral pedagogy (L.N. Tolstoy, V.D. Semenov), pedagogy of cooperation (Sh. Amonashvili, A.S. Belkin, V.F. Shatalov), about the integral pedagogical process (Yu.K. Babansky, V.S. Bezrukova), about the holistic process of general social and professional personality development (E.F. Zeer, Y.I. Ibragimov, V. S. Illin, G. M. Romantsev, E. A. Tkachenko), on the conceptual form integrative process (Yu.S. Tyunnikov).

In reviewing the progress of the integration of B.M. Kedrov distinguishes three periods: not a differentiated period; a period of one-sided differentiation, a period of true integration. In turn, the second period includes the «fundamental» and «technical», and the third - the initial, middle and higher stages [4, 296]. With some clarifications such a periodization can be used in relation to the development of integration processes in pedagogy.

V. I. Zagvyazinsky represents in his works a concept within the subject integration of pedagogical knowledge. V. I. Zagvyazinsky developed the main provisions of the concept of intra-subject integration of pedagogical knowledge: the ideological basis, the principles of constructing integrative pedagogical concepts were determined [5, 89]. The author of this concept highlighted the three main directions, the formation of general pedagogy. The first involves the allocation of general methodological and theoretical foundations of pedagogy, as well as the study of the mechanisms, principles, methods, forms of learning. The second direction expresses the need for the synthesis and mutual enrichment of existing concepts in pedagogy. The third direction involves the creation of an integrative knowledge system [6, 56].

The concept of synthesis of didactic systems is disclosed in the works of A.A. Artemyeva and M.I. Makhmutov. This concept is based on the idea of synthesizing the leading psychological-didactical concepts as one of the ways to resolve the most important contradictions of pedagogy, including the contradiction between the need to form a knowledge system and a holistic world view in students and the lack of consistency and integrity in the subject

teaching itself, the disunity between various disciplines [7, 47].

V.S. Lednev, characterizing the content of education in general, pays attention to the problem of differentiation and integration of the components of education. He notes that integration and differentiation are interdependent, but despite this, in modern education differentiation has reached its upper limit, and therefore, it is necessary to focus on integration. Integration performs the function of a kind of «seal» of time. Integration cannot be carried out artificially, the necessity of corresponding components should occur [8, 83].

At the same time, V.S. Lednev points to the danger of «false integration», an example of which can be the so-called «integration», where the basis for integration can be based on criteria that are less significant compared to the criteria on the basis of which the courses slated for integration are emphasized [8, 84].

There are a number of approaches to the definition of «integration» in the educational process. So, according to S.I. Arkhangelsky, integrated learning is a summation of the means of content, methods and types of training [9, 89]. I.D. Zverev and V.N. Maximov state that integration is a process and the result of creating a non-discontinuous whole. In training, it is carried out by merging the water synthesized course of the elements of different subjects, merging scientific concepts and methods of various disciplines [10, 115].

A number of authors (V. Slastenin, I. F. Isaev, A. I. Mishchenko, E. N. Shiyanov), giving the notion of integration, agree that the set of separate elements, united according to the principle of integration, qualitatively affect learning process: «Integration is not an empirical combination of an arbitrary set of learning process elements, connected only situationally, but a transition of quantity into quality. This is an internal interconnected and interdependent integrity of the learning process, which has properties that are absent from its constituent components (aims, content, methods, forms, etc.). This is the discovery of new connections and relations between components by including them in new systems of connections» [11, 13].

The researchers come to the conclusion that integration arises if, firstly, there are previously disconnected elements, synthesis, fourthly, the result of such a combination is a system with integrity properties [12, 96]. Thus, the result of integration is integrity, that is, a new reality, where each of the components retains its sovereignty, its essential qualities. Integration eliminates the destruction, subordination, dissolution of one in another; it is also impossible for fundamentally different entities.

Clarifying the meaning of integration, Valitskaya A.P. highlights its features. These features are:

- we are talking about the processes occurring around the original idea, the object in need of development, formation, achievement of a new quality;
- there is the presence of some sovereign elements of integration, interested in its development, which reunite, interact in a parity dialogue mode

in order to achieve a common goal;

- there is a certain hypothetical image of integrity, as the goal of common aspirations, correcting the direction of integration processes.

Author Valitskaya A.P. also indicates that in the field of education the range of meanings of the concept “integration” is very wide, and it is interpreted in various sources as:

- The methodological principle of obtaining complex knowledge. One of the possibilities for integrating knowledge at the methodological and methodical levels is to identify commonality in the approaches and methods used by various sciences. It is about identifying, fixing and fixing in the minds of students common parties in the methods of analysis of various disciplines. The identification of the common in the methods of various sciences is accompanied by the curtailing of the amount of knowledge that a specialist should possess - this greatly facilitates the study of students (reduces the cost of his time) and simultaneously increases his pedagogical potential;

- a way to build a single educational space of an educational institution, city, country, region, global educational space;

- designation of procedures of a structural and institutional nature (convergence of educational systems and types of educational institutions, faculties, specialties);

- content characteristics of curricula and methods (interdisciplinary communication) [13, 76]. Upon careful consideration of this spectrum of definitions, it is impossible not to notice that these values are only different types, levels and forms of integration as a common tendency of integrated values to achieve the desired integrity. In all cases we are talking about creating optimal conditions for the formation of a person in a socio-cultural environment, which is presented as integrity.

Let us dwell on the definition of V.S. Bezrukova: «Pedagogical integration is the restoration of the naturally existing integrity of an object-subject, event, phenomenon, or process divided by the description of various sciences in the process of learning» [14, 31]. Pedagogical integration is based on the fact that any integrated lesson is associated with going beyond the narrow confines of a single subject, the corresponding conceptual and terminological system and method of cognition. It can overcome the superficial and formal study of the issue, expand information, change the aspect of learning, deepen understanding, clarify concepts and laws, summarize the material, combine student experience and the theory of its understanding, systematize the studied material.

The combined representation of the interpretation of the concept of «integration» in various fields of knowledge allows us to identify the following leading positions in its definition:

- the integration of the phenomenon has two unified nature and is presented as a process, and on the other, as a result;

- integration as a state of integrity has such qualitative characteristics as interaction, interpenetration, interdependence, interdependence;

- integration as a process is the merging into a single whole of previously differentiated parts, resulting in new, qualitative and potential possibilities of this integrity, as well as changes in the properties of the parts themselves; integration acts as a functional condition for the existence and equilibrium of the system, as well as a mechanism for its development [15, 135].

Thus, summing up, we can draw the following conclusions:

- there is a wide range of scientific literature on the study of the problem of integration processes, which includes works of a philosophical, scientific and psychological-pedagogical nature. This demonstrates both the importance of the tasks of pedagogical integration, and the awareness of scientists of the need to study the most complex problems of integrated learning;

- pedagogical science has a number of integrative pedagogical concepts, most of which are highly developed, they are the result of satisfying the need for the practical implementation of integration processes in individual areas of pedagogical activity;

- integrated knowledge is associated with going beyond the narrow framework of individual special disciplines, the corresponding conceptual and terminological system and method of cognition. Such knowledge makes it possible to overcome the superficial and formal study of the issue, deepen understanding, summarize the material of various subjects in elementary school, combine the subjective experience of students and the theory of its understanding, systematize the material studied;

- the essence of integration can be defined as the process and result of the formation of holistic knowledge in the context of the implementation of integrative activity.

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К ВОПРОСУ О ВНЕДРЕНИИ ИНКЛЮЗИВНОЙ ПРАКТИКИ В КАРАГАНДИНСКОЙ ОБЛАСТИ

Развитие системы инклюзивного образования – одно из приоритетных направлений Государственной программы развития образования РК на 2016-2019 годы и Концептуальных подходов к развитию инклюзивного образования в Республике Казахстан [1, 49]. Инклюзивное образование – государственная политика, обеспечивающая постоянное совершенствование общего образования, которое должно быть доступно всем без исключения детям (в том числе с особыми образовательными потребностями) и гарантирующая им специальные условия и необходимую социальную и психолого-педагогическую поддержку [2, 5].

Инклюзия – это одно из самых перспективных направлений на всех ступенях обучения детей и лиц с особыми образовательными потребностями (ООП). Инклюзивное образование – естественный процесс развития общего образования и инструмент против любого

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