

организаций. И от того, насколько сумеем мы сочетать, агитировать, пропагандировать, гармонизировать эти интересы, ценности, зависит дальнейшее развитие молодого общества.

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UDC 37.012=111

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THE MANAGEMENT OF STUDENTS AUTONOMOUS WORK IN THE PROCESS OF COMMUNICATIVE COMPETENCE DEVELOPMENT

The article considers the process of autonomous students' studying a foreign language. The components of communicative competence which are used in relation to a foreign language are investigated. The research among the students for the analysis of the factors motivating students to study a language is conducted. The system of the factors influencing the autonomous students' work is analyzed.

Keywords: autonomous work, communicative competence, language competence, motivation, level of studying.

ҚҰЗЫРЕТТІЛІКТІ ДАМУ БАРЫСЫНДАҒЫ ОҚУШЫЛАРДЫҢ ӨЗІНДІК ЖҰМЫСЫН БАСҚАРУ

Бұл мақалада студенттердің өзіндік жұмысында шетел тілін үйрену бойынша оқыту мәселелері қарастырылды. Шет тілін пайдалану үшін коммуникативтік құзыреттілігін құрайтыны зерттелген. Студенттердің өз бетімен тіл үйрену үшін студенттер арасында

талдау, зерттеу жүргізілді.

Түйін сөздер: өзіндік жұмысы, коммуникативтік құзыреттілік, тілдік құзыреттілігі, мотивация, деңгейін үйрену.

УПРАВЛЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТОЙ УЧАЩИХСЯ В ПРОЦЕССЕ РАЗВИТИЯ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ

В данной статье рассмотрены проблемы процесса самостоятельной работы студентов по изучению иностранного языка. Изучены составляющие коммуникативной компетенции, которые используются применительно к иностранному языку. Проведено исследование среди студентов для анализа факторов, мотивирующих студентов на самостоятельное изучение языка. Проанализирована система факторов, влияющих на самостоятельную работу студентов.

Ключевые слова: самостоятельная работа, коммуникативная компетенция, языковая компетенция, мотивация, уровень изучения.

The modern policy of education in Kazakhstan successfully realized the accession to Bologna Process and the credit system implementation to the sphere of the higher education. Modern conditions of informational growth gave the opportunity to learn any foreign language online and find grammatical materials and other information resources on the Internet. The process of globalization gave the opportunity to travel, speak within the authentic environment and communicate independently with native English speakers. According to these facts some changes of the teacher's role took place. Nowadays, the teacher's educational strategies should be developed as well as new requirements appeared. The new strategies should be directed to model and manage the students autonomous studying (autonomous learning) of a foreign language.

According to the materials of the Council of Europe there are two types of the foreign language competences students achieve during the learning process: general competences and communicative language competence [5].

General competences mean an ability to act successfully on the basis of practical experience, abilities and knowledge in the process of the task solution, general for any type of professional activity [4].

General competences include:

- Ability to learn;
- Existential competence;
- Declarative knowledge;
- Skills and know-how.

General competences are formed in the course of educational and extracurricular activities of students studying a complex of subjects or professional modules.

Communicative language competence means «the general and specific understanding of the speech behavior in the sphere of household or social communication;

the general knowledge of these rules; the ability to generate and vary the foreign-language speech and correctly interpret it» [5].

Communicative language competences include:

- Linguistic component (lexical, phonological, syntactical knowledge and skills);
- Sociolinguistic component;
- Pragmatic component (knowledge, existential competence and skills and know-how relating to the linguistic system and its sociolinguistic variation).

This set of competences can be implemented by the creation of new innovative approaches which are developed during the students achieve tasks in different spheres.

This fact means that the new task achieving the following competences is student's autonomous learning of a foreign language and the teacher's motivating, modeling and managing. But nowadays, the actual educational problem appears: no student's motivation to learn the foreign language autonomously; no need to use any possible opportunity in the future. According to these, the teacher has a real problem to solve: "What is the best option to create the educational sphere for student to interest and realize abilities in learning a language?"

To investigate this problem we studied some researchers' works which dealt with the sphere of students' autonomous learning. According to Philip C. Candy, the Autonomous Learner is a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things merely happen; he is the one who, by his own volition, causes things to happen [6].

This means that autonomous learning of a foreign language is the result of students' specially directed interaction with subjects of the educational process and motivation is its key factor.

Nowadays there are different interpretations of the term motivation as a psychological phenomenon:

- 1) The set of motives, causing and defining any activity;
- 2) The process of education, motives' formation, stimulating any behavioral activity at the certain stage [2].

According to Pidkasisty, the management of autonomous work is the organization and modeling the students' activity including the object and the method of the scientific knowledge. The object of the scientific knowledge is the problem included into any specific type of autonomous work. [3].

It means that the teacher should give a goal to students to motivate so students will overcome any negative factor interfering the development of their interest to autonomous learning a foreign language. Therefore, the teacher should know the specifics of autonomous students work and understand its main factors [1].

We investigated this problem by questioning the students about the motivating factors to learn. The basis of our research was the language center in Ust-Kamengorsk,

where students of any age or levels of the knowledge can learn a foreign language. Our aim to choose was the fact of availability to learn by any interested person regardless of the level of knowing or the students age; students there are firstly motivated themselves. It gave us the opportunity to find out all the motivating factors to learn a foreign language autonomously.

The following objectives were made:

- To analyze the level of motivation to learn a foreign language autonomously;
- To find out the students motivation peculiarities to learn a foreign language;
- To characterize the students' needs to learn.

Our questionnaire consisted of 16 closed questions, 2 open questions, and 2 half-closed questions. During questioning 21 students have been interviewed that made 70% of the total number of students studied by one teacher in the language center.

38% of men (8) and 62% of women (13) were interviewed. The age gap of participators varied, 8 to 13 year old - 7 people (33%), 14 to 20 years – 10 people (48%); 21 to 29 years - 4 people (19%).

One of the questions was connected with the social status of respondents. 19% of respondents work, 81% of respondents is pupils and students. According to the level of knowing English, 35% are Starters, 5% are Beginners, 28% are Elementary students, 19% are Pre-Intermediates, 10% are Intermediates, 5% are Upper-Intermediate students. 14% of respondents study a foreign language less than 1 year, 38% more than 1 year, 43% do it 2 years, 5% more than 5 years.

The first question of our research was directed to define the purpose of studying English. 24% of respondents answered that it is interesting, 9,5% of students' parents want it, 14% to receive a good mark at school, 9,5% for communication with foreigners, 9,5% to become the good expert, 19% to find work for a foreign company, 9,5% to study the abroad, 5% to travel.

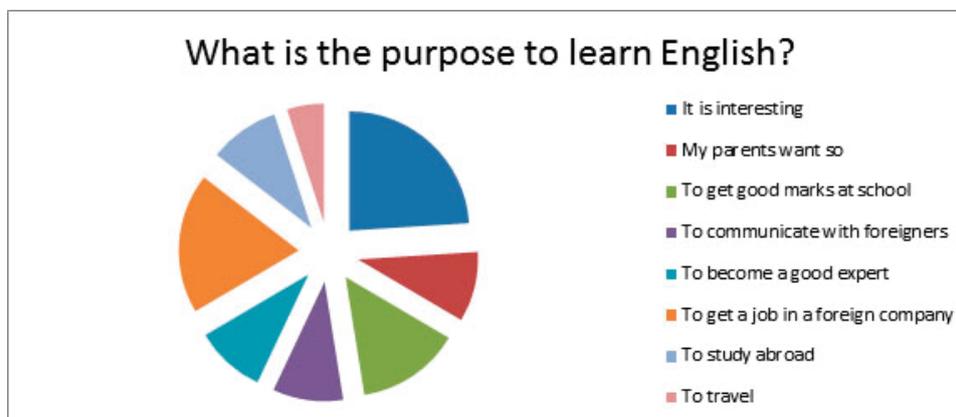


Diagram 1 – The purpose of studying English

The second question defined the purpose of visiting of the language center in Ust-Kamenogorsk. 38% of respondents chose the possible answer «it is interesting», 5% answered that parents want so, 19% to learn a language to get good marks at school, 14% study to get a good job, 10% to enter a higher education institution, 14% to pass IELTS (International English Language Testing System).

The third question of our research was directed to define the degree of the importance of studying English (1 is the minimum importance, 6 is the maximum importance). The maximum importance of English was specified by 33% of respondents, 24% chose «5», 43% chose «4». Possible answers «3», «2», «1», were not chosen by any of respondents.

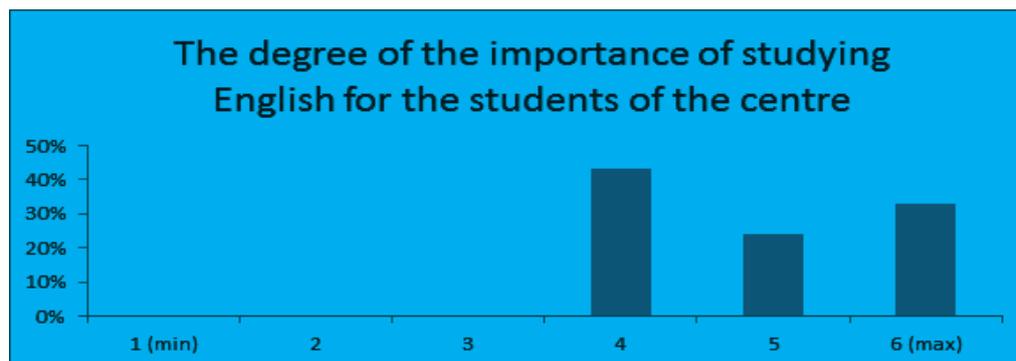


Diagram 2 – The degree of the importance of studying English

The fourth question was directed to identify the most important component in English studying. The following possible answers of the questionnaire were provided: speaking, listening, grammar, writing, reading, vocabulary. 48% of students answered that an important component in studying English is «Speaking», for 9,5% is «Listening», 28% answered that it is «Grammar», 5% chose «Reading», for 9,5% is «Vocabulary», nobody chose the answer «Writing».

The fifth question was directed to define the abilities to study a foreign language. 76% of respondents appreciated the abilities as “high”, for 24% they are «average», nobody appreciated their abilities as «low».

The sixth question covered the importance of English studying for the future job. Most of respondents (43%) answered that the English studying is “extremely important» for their future, 33% answered as «less important», 19% noted that the language studying is «not really important», nobody answered as «unimportant».

The following question was directed to define the time which students of the center spend on preparation for English classes. 43% of students spend more than 1,5

hours on preparation, 38% spend 1 hour, 29% spend less than 30 minutes, nobody answered «Do not prepare».

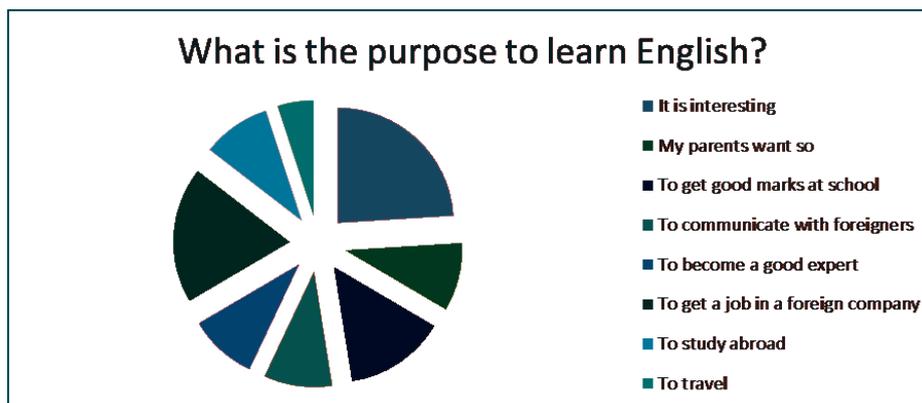


Diagram 3 – The most important component in English studying

The eighth question revealed the degree of students desire to spend more time on autonomous learning in their free time. 57% want to spend more time on studying, 33% don't want, for 10% it was difficult to answer.

The following question «Would you like to change anything in our courses?» 19% of students answered positively, 43% answered negatively, for 38% of students it was difficult to answer.

The ninth question was directed to identify the teacher's role in educational process. 43% of students see the teacher as a «helper», 19% see the teacher as a «checker» and 38 % see the teacher as a «source of knowledge».

The following question was directed to define the most popular type of work in a lesson. 43% prefer working individually, 24% show the willingness to work in pairs, 14% prefer working in groups, 19% prefer working with the teacher.

The question «How do you motivate yourself on English studying «10% of students answered «if I do not learn I will get bad marks», 24% chose the option «If I do not learn I will not communicate with foreigners», «If I learn I will travel» chose 14% of students, «If I learn I will get good marks» chose 14% of students. This question was a half-closed type, 8 (38%) of students decided to answer independently. The main directions of this section which motivated students to learn were passing IELTS (2 students), getting job (3 students), entering the university (2 students), passing school exams after the 9th grade (1 student).

The following question was directed to identify the most popular means of students autonomous studying English. 43% of respondents used the Internet, 14% listened English audios, 33% watched the authentic movies, the «Others» option was

chosen by 10% of students. The “Others” option was listening English songs (1 student) and watching animated films (1 student).

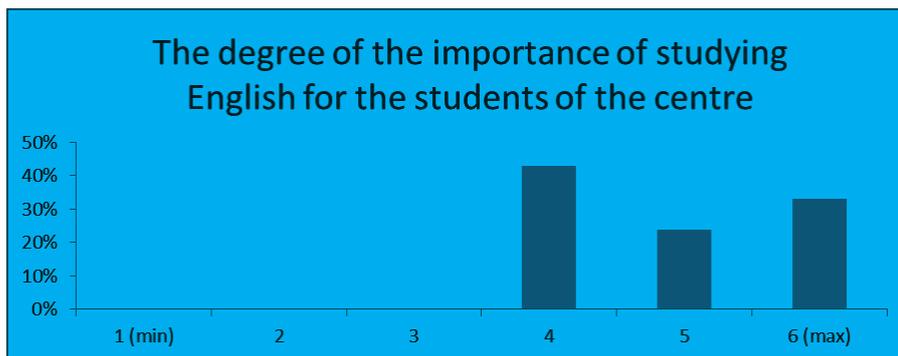


Diagram 4 – The main means of students’ autonomous learning

The last question of open type in our research was directed to collect the recommendations for improvement of English studying in the center. For 10% of respondents it is necessary to use more the group work, 10% of students need to listen more to authentic audios, 14% advised to use the tasks directed to the speech building, for 19% it is necessary to spend more time watching English movies and cartoons, 5% want to read more during the lesson, for 14% of students it is necessary to use game technologies (computer games, group games), for 5% it is necessary to learn poems, 23% of respondents consider that is nothing to change.

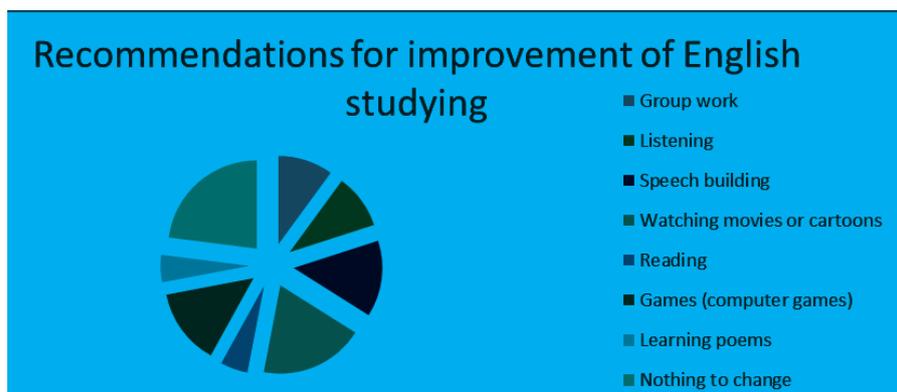


Diagram 5 – Recommendations for improvement of English studying

By the end of our research, the results of questioning showed that the degree of students motivation to study a foreign language is high (43%). At the same time, the

motivation inducing students to learn English independently consists of such factors as:

- The prestige in the language knowledge (the prospective to enter a foreign or state university, to get a job, to travel, etc.) (38%);
- The interest in mastering of English (38%);
- The good progress at school or universities in English (19%);
- The family influence on need of studying the language (5%).

The hierarchy of students needs to study the foreign language autonomously is following:

- The speech development (game or group work, studying poems) is 48%;
- The development of grammatical skills is 28%;
- The development of listening comprehension (listening, watching) is 9,5%;
- The vocabulary expansion is 9,5%;
- The development of reading skills is 5%.

At the same time, most of students (57%) are ready to spend more time for studying English autonomously, including the factors of time.

This information allowed us to claim that:

– The motivation of students to study English is expressed both in conscious and estimative, and in the unconscious and emotional relation to the language;

1) The conscious component of motivation is connected with the understanding of prospects and the real meanings of using the language;

2) The unconscious and emotional motivation is provided with the novelty of impressions and success of own language activity;

3) The development of motivation is caused by strengthening of its conscious and unconscious components.

Results of our work allowed drawing the following conclusions:

Following the fact that the competence importance in communication increases in the modern society, the autonomous students work in a process of communicative competence development becomes the real problem in the social sphere. The conducted questioning allowed to convince the relevance and importance of management and modeling the autonomous students work on studying English, availability of direct dependence and interconditionality of such parameters of verbal communication as communicative qualities of speech and speech communicative abilities.

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СЕНСОРЛЫ ТӘРБИЕЛЕУДІҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ АСПЕКТІЛЕРІ

Адамның қоршаған әлемді тануы «тірідей көруден», түйсінуден сезім мүшелеріне тікелей әсер ету арқылы шынайы заттардың және құбылыстардың жеке қасиеттерін жаңғырту және қабылдаудан басталады. Түйсінуден мен қабылдаудың дамуы басқа, күрделі таным үрдістерінің (есте сақтау, қиял, ойлау) пайда болуына қажетті алғышарттарды туындататыны белгілі.

Түйін сөздер: сенсорлы жүйе, сенсорлы тәрбие, сенсорлы даму, нейрондар, анализатор.

АСПЕКТЫ ПСИХОЛОГО-ПЕДАГОГИЧЕСКОГО СЕНСОРНОГО ВОСПИТАНИЯ

Познание человека окружающего мира «действительности» начинается с ощущения (отображение отдельных свойств, состояния предметов и явлений, непосредственно воздействующих на органы чувств) и внимания. Развитие ощущения и внимания первичное условие, способствующее явлению сложных психических процессов.

Ключевые слова: сенсорная система, сенсорное воспитание, сенсорное развитие, нейроны, анализаторы.

ASPECTS OF PSYCHO-PEDAGOGICAL EDUCATION TOUCH

The knowledge of man of the world «reality» begins with feeling (display certain properties and state of objects and phenomena, directly affecting the senses) and attention. The development of a sense of focus and primary condition contribute to the phenomenon of complex psychological processes.

Keywords: sensor system, sensory education, sensory development, neurons analyzers.

Әрбір адам қоршаған ортамен қарым-қатынасқа түседі, оны бес сезім жүйесі немесе сенсорлы жүйелер: көру, есту, сипап сезу, иіс сезу және дәм сезу көмегімен қабылдайды және танып біледі [1]. Баланың жалпы дамуы