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Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

pedagogical opportunities, on the effective use of the technology of criteria-based assessment of educational achievements.

The criteria approach to assessment should solve the problem of objective assessment of students and motivate them to achieve high results, then a number of questions in terms of their significance may look like this. The need to improve the assessment system contributes to the creation of a multifunctional system in relation to the summative assessment system.

Summative assessments should become a positive part if the learning process, active involvement in the testing process allows students to see that they can benefit from testing rather than be the victims, therefore testing can improve their learning.

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HOW TO ORGANIZE A LESSON WITH A META-SUBJECT APPROACH IN NON-LINGUISTIC SPECIALTIES

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"The success of the lesson can be considered achieved if the assimilation of knowledge and skills is ensured to the level of readiness for their creative application and the formation of an emotional-value attitude towards them in accordance with the public worldview and ideals ..."
M.N. Skatkina

The concepts of "meta-subject", "meta-subject training" are especially popular, since the meta-subject approach is at the heart of new standards, so this concept should be given special attention. Lesson-game, lesson-competition, lesson-quiz, lesson-teleconference, etc. – what is called "non-standard lessons" is essentially a rehearsal of a meta-subject lesson. The concept of "meta-subjectness" is considered as a universal property of the functioning of educational systems, contributing to the integration of scientific knowledge and the formation of a holistic picture of the world. The meta-subject results of mastering the basic educational program in the school system are understood as interdisciplinary concepts and universal educational actions (personal, cognitive, regulatory and communicative) mastered by students. The novelty of this approach is that it provides a transition from the existing practice of splitting knowledge into objects to a holistic imaginative perception of the world, to meta-activity.

The technology of meta-subject teaching has been developed by a scientific group led by Doctor of Psychological Sciences Yuri Gromyko since 1990. Elements of meta-subject training are embedded in a number of methodologies, approaches and technologies, such as "Elkonin-Davydov's Developmental Education"; "Thought-activity pedagogy"; "Communicative didactics", etc.

Thus, a meta-subject lesson, in addition to subject lesson, solves more broadly focused tasks:

- the formation at each moment of the lesson in the student an understanding of the ways in which he achieved new knowledge and in what ways he needs to master in order to learn what he does not yet know;

- the formation of a holistic view of the world, the interconnections of its parts, intersecting in one object or combined in it, comprehension of the contradictoriness and diversity of the world in activity;

- orientation towards a close connection of learning with immediate life needs, interests and socio-cultural experience of students;

- teaching general techniques, techniques, schemes, patterns of mental work that lie above objects, on top of objects, but which are reproduced when working with any object material.

How can one distinguish a meta-subject lesson in practical activity from a lesson that solves only subject problems? What are the hallmarks of a meta-subject lesson?

- an obligatory element of such a lesson is goal-setting

- the presence of research, heuristic, design, communicative-dialogue, discussion, game activities, the essence of which is that the assimilation of any material occurs in the process of solving a practical or research problem, cognitive problem situation;

- the creation of problem situations requiring personal self-government (i.e., regulatory universal actions): the teacher creates conditions in which children can independently find solutions to certain tasks;

- activating the interest and motivation of students' learning by involving other areas of knowledge in the subject of the lesson and relying on the personal practical experience of each student;

- in the lesson, the teacher and the student are brought to the supra-subject basis, which is the very activity of the student and the teacher. In the course of movement in the meta-subject, the child masters at once two types of content - the content of the subject area and activity (N. Gromyko);

- reflection, translation of theoretical ideas into the plane of personal reasoning and conclusions;

- methods of activity in the lesson are universal, that is, applicable to different subject areas.

If the activities of the teacher and students change in the classroom, then the very process of preparing a teacher for a meta-subject lesson will be different than for a traditional lesson. Both the lesson itself and preparation for it can consist of several stages.

1. Decide on the topic of the session. It does not have to be the same as the curriculum for the subject.

2. Defining a new one. The teacher clearly defines what new knowledge should be revealed in the lesson. This can be a rule, an algorithm, a pattern, a concept, one's attitude to the subject of research, etc. However, in order to define the "new", it is necessary to recall the "old", i.e. basic information students have about the object under study. This stage of lesson preparation is closely related to goal setting.

3. Goal setting is such an important step in planning a training session that it should be considered in more detail. The achievement of the goal depends on how it was set. The formulation of goals should be made in a form that allows verification of the level of their achievement. Thus, formulations such as "to obtain systematized information about fractions" or "to form historical thinking in children" are not goals, since they only set the direction of activity, but not its final

result – the product of educational activity. On the contrary, goals such as "to develop their own versions of the origin of fractions" or "to invite children to list historical events in their lives and to argue for their historicity" set the final product of students' activities that can be diagnosed and evaluated. Formulating a goal in the form of a final educational product is the most effective way of goal-setting. And by the external "fruits" of students, one can always judge about the internal learning outcomes, that is, about the development of students' personal qualities.

Algorithm of the goal setting process:

• Formulation of learning objectives for this discipline based on the requirements of the standard;

• Specification of learning goals, taking into account the characteristics of the class, group, each student and his personal meaning in learning, specific conditions, means and methods of achievement;

• Determination of learning objectives by sections, topics, modules, etc.

• Planning the goals of a particular lesson, decomposing them into micro-goals (tasks of each stage).

Traditionally, in the system of school education, the teacher sets a triune goal: cognitive (didactic), developmental and educational. In 1956, the American educator and psychologist B. Bloom in the book "Taxonomy of educational goals: the sphere of cognition" combined teaching and development goals into a group of goals in the cognitive (cognitive) area. The main categories of learning objectives are: knowledge, understanding, application, analysis, synthesis, assessment. Thus, diagnostics, control and assessment of meta-subject educational results are carried out on the basis of educational products created by the student - texts, judgments, models, images, studies, projects, tests performed, conclusions obtained as a result of observation or experiment, etc. It is necessary to plan the creation of such products at the stage of goal setting.

Typical mistakes

- when determining the content of the lesson, the teacher goes "from himself", from his goal – to give students a certain portion of the program material, and not from the student and his activities to assimilate the information that he receives during the lesson.

- Formulation of a goal, taking into account the learning process, and not its result: "teach", "develop", "prepare", "consolidate the skill", etc.

- Ambiguity or formality of goal setting. A typical example is "selection" for each lesson of the traditional "triune task" – cognitive, developmental, educational. Formulations like "to consolidate a skill" (what does it mean to consolidate?) Or "to teach children to ..." are also unsuccessful.

- The absurdity of the wording, when the goal is made up of cliches heard (read) somewhere that are not related to each other, have no relation to reality or contain internal contradictions. For example: "To take into account age-specific characteristics for the education of skills, knowledge and skills of collective creative work".

- Excessive number of goals. If the teacher sets 8–12 goals for himself and his students, they obviously cannot be fulfilled.

Thus, the meta-subject approach is not a departure from the scientific and theoretical foundations or the knowledge component of education, but an exit to a new level of knowledge through the activity itself, through mastering technologies, methods and techniques for obtaining knowledge, studying the possibilities of their further application, creative transformation of knowledge and application. in non-standard situations. The predominant role of practice-oriented knowledge, immersion in knowledge directly through activity allows us to speak not only about the possibilities of the meta-subject approach in ensuring the continuity of learning at different levels of education, but also about the role of the meta-subject approach in ensuring the continuity of education in general.

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THE CONCEPT OF PHONETIC COMPETENCE, ITS STRUCTURE AND CONTENT

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Introduction

Modern challenges, such as globalization, the use of English as an international language of communication, orientation to world trends in education, Europeanization of the content and teaching models, as well as the creation of new educational standards, pose a number of problems for foreign language teachers at the university. They concern the transition from a knowledge-centric to a competency-based model of training highly qualified linguists who can build educational strategies to realize their communicative intentions in the context of intercultural cooperation. This ensures the preparation and self-realization of the individual in the conditions of intercultural communication.

One of the main goals of preparing a student studying a foreign language is the formation of foreign language communicative competence. It is a multicomponent phenomenon, where phonetic competence occupies a special place among the subcompetences of foreign language communicative competence. Language, as a means of international communication, is primarily manifested in sound, at the segmental and super-segmental levels, in the very manner of sound behavior, which ensures understanding of the meaning of the statement and the achievement of communication goals. Inarticulateness, lack of clarity of speech, lack of knowledge of the communicative and phonetic component of speech lead to misunderstanding, disruption of communication and the inability to solve the main tasks of developing foreign language communicative competence among students.

Main part