

сөйлеу әрекеті бойынша дағды түрлерінің қалыптасу деңгейі бақыланады. Оның мақсаты – үйренушінің (білім алушының) білімін бақылау. Үйренушінің екінші тілді меңгеруін бақылайтын тест түрлері: сөйлеу әрекетінің түрлерін – оқылым, жазылым, тыңдалым, айтылымды қамтуы тиіс. Сөйлеу әрекеттері нәтижесінде түйгеніміз тілді үйренушінің білім деңгейі ең алдымен белгілі бір нәрсені түсінуден басталады. Содан кейін қолдану, анализ жасауға бағыттайды. Осының нәтижесінде студенттің білімді меңгеру сатысы шығармашылық сатыға көтерілуіне сенімді боламыз. Өз бетімен жұмыс істеуге әрбір студент қызығушылықпен қарайды. Себебі оқытушы берген бағыт білімді саналы оймен меңгеруді, дәлелдеуді, тұжырымдай білуді қалыптастырады.

Сөйлесім әрекетін іске асыруда лексиканы меңгерту өте тиімді. Тек жүйелі жүргізілген жұмыстар нәтижесінде үйренуші сөз, термин, терминдер мағынасын түсініп, өз ойын еркін жеткізуге, тілдік қарым-қатынас орнатуға мүмкіндік алады.

Оқыту үрдісінде өздік жұмыстардың мазмұны студенттердің өзіндік ерекшеліктеріне, осы уақытқа дейін алған біліміне, қарапайым мен күрделі болу талаптарына сәйкес болу шарт. Қызықты жүргізілген сабақ нәтижесінде, білім деңгейін арттыру мақсатында оқытушы өз мақсатына жете алады (студенттердің бір-бірімен білім алмасуы, тақырыпты пысықтауы, өзара білімдерін тексеру, жеке тұлғаның шығармашылық қабілетін арттыру). Тәжірибе көрсеткендей, тестпен жұмыс есте сақтау қабілетін дамытуда, өз бетінше шешім қабылдауда оңтайлы нәтиже беріп отыр. Бүгінгі таңда мемлекеттік тілдің қолдану аясын кеңейтуде сөйлесім әрекеттері үйренушінің сөздік қорын, сөйлеу дағдыларын күнделікті тілдік қарым-қатынаста қолдануда жан-жақты маңызды екенін көруге болады.

Тілді үйрету – жеке оқытушының ғана емес, жалпыға ортақ қоғамдағы күрделі мәселе. Осы ретте М.Жұмабаев «Ұлттың ұлт болуы үшін бірінші шарт – тілі болу. Ұлттың тілі кеми бастауы ұлттың құри бастағанын көрсетеді» деген. Сондықтан ұлттық құндылықтарымыздың бірі тілді қастерлеп сақтау және үйрете білу - мұғалімнің асыл парызы. Қазір қазақ тілінің жетістігі өзге халықтардың тіліндей бүкіл адамзатқа ортақ, таным мен тағылымы бар асыл мұралардың бірі болып отыр. Ендеше тілді дамыту дегеніміз - ұлтты сыйлау, тілді қадірлеу, елді тану болмақ.

Қазақстан егеменді ел болып, тәуелсіздік алғаннан кейін тіл мәселесі мемлекеттік деңгейге көтерілді. Мемлекеттік тіл – тілі басқа ұлт өкілдерін өзара түсіністік жағдайда қалыптастыратын, сол елдің мәдениетін, тарихын, салт-дәстүрін жетік меңгеруге бағытталған құрал.

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STUDENT'S SELF-GOVERNMENT IN HIGH SCHOOL: THE EXPERIENCE OF THE ORGANIZATION

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The article deals with bases of student council as forms of social partnership at university at the example of Buketov Karaganda State University. The purpose, objectives, principles, functions, forms of student council in higher education institution are defined.

Key words: student's self-government, educational environment of university, educational work, extracurricular activities, bodies of student's self-government

Today, in the conditions of social modernization, the forced innovative development of all spheres of social life, the special attention is paid to problems of education and professional training of competent, the competitive, socially active, ambitious young people, motivated on manifestation of the personal potential in improvement of quality the life and life of the fellow citizens ready to direct personal participation in political, economic and cultural life of the country. As emphasized in the Concept of the state youth policy of

the Republic of Kazakhstan till 2020 “Kazakhstan 2020: the way to the future”, represents young people not only object of care from the state, but also the active subject participating in life of society and significantly influencing quality and rates of its development [1].

Substantially development of personal qualities of students, their leader potential, organizational and administrative skills is promoted by institute of student's self-government.

It should be noted that self-government is not the new phenomenon of university life. The aspiration of students to manifestation of the "I", desires actively to participate in life of university, support of scientific, cultural, public initiatives of students from the faculty, the management is one of characteristic features of university of classical type what Buketov Karaganda State University is.

Student's self-government as form of cooperation, co-managing, partnership of young people in formation and realization of educational policy of the alma mater, receives the new impulse of further development caused by the tendencies occurring in line with Bologna Process, democratization of life of the academic community, requirements of time to the competitive identity of the young man capable to the organization of the activity having the social importance, responsible for its results today.

Buketov Karaganda State University – one of the oldest and largest universities of our country, the leader of versatile classical education that is dynamically developing and consistently realizing the principles of the Bologna Charter – possesses the huge educational potential, intellectual energy which is saved up by the academic traditions acting as conditions of preparation of new generation of well educated, creatively conceiving, socially active and responsible youth having skills of the self-organization and self-government ready to socially vigorous positive activity.

One of forms of KarSU after Buketov's educational work is focused on all-round development of the personality, creation of conditions for self-realization of students, their active involvement in the solution of problems of improvement of quality of university life is student's self-government – a special form of the initiative, independent, responsible public work of students directed on the solution of important problems of student's life, development of social and civil activity of young people.

Student's self-government is understood by us as the form of the organization of activity of student's collective providing development of independence in acceptance and implementation of decisions for achievement of the socially significant purposes. Specifics of student's self-government consist in such interaction of a community of people – student's collective, – at which they in common define the purpose, the content of the activity; agree about forms and ways of its realization. Mutual responsibility when each its participant honestly carries out the duties has to become result of student's self-government and all is responsible for the general results of activity, and – for work of everyone.

Realizing the principles of classical university education, the Karaganda state university builds the educational activity in unity of training and educational components, vocational training of students and active work on formation of the personality possessing a broad view on the world, activity and readiness for realization of social tasks.

Student's self-government as one and the developed work forms at university realizes the principles of recognition of priority of interests and requirements of student's youth, democratization of higher education institution life, direct and voluntary participation of student's youth in life of higher education institution [2-3]. The student's self-government created at Buketov KarSU of is characterized by the following signs:

- *systematicness*, it means that, student's self-government is the ordered, internally coordinated system, the complete education consisting of set of the elements which are in certain relations and communications among themselves. Basic elements of student's self-government are the student's associations and their leaders who are in interrelation among themselves and representatives of all university community;

- *autonomy*, representing relative independence of student's self-government directed by the purposes and problems of activity of student's collective, development of its main directions and organizational forms of realization;

- *the hierarchy*, which is reflected in orderliness and hierarchy of activity of representatives of student's self-government at its different levels – university in general, faculty, student's group, etc.;

- *existence of horizontal communications* – interactions of representatives of student's self-government at one or close levels (university, faculty, etc.);

- *existence of self-government institutions* that is expressed in creation of bodies of student's self-government at each level of hierarchy: councils of educational groups and faculties, student's dean's offices, committees on youth affairs of faculties, clubs on interests, student's public associations, staffs of student's groups, councils of hostels, etc.;

- *communications with environment* as which the intra-university environment – governing bodies of university acts, the faculty, administrative divisions, economic services, and also the extra university

environment with which bodies of student's self-government interact, representing students of university – other educational institutions, public associations, public authorities and local government;

- *the amateur activity*, representing the independent activity based on own initiative and a personal initiative of students, assuming creative activity of students in implementation of administrative functions – planning of activity, the organization, motivation of participants, the management and control;

- *focus* which assumes ability of bodies of student's self-government to set the purposes of own activity and development, to correlate them to the purposes of activity of university, ability to see and develop optimum ways of achievement of the objectives;

- *selectivity* of the bodies of student's self-government formed of number of students of all faculties on the basis of election of the most worthy;

- *partnership and cooperation* as a basis of interaction of bodies of student's self-government with administration of university, fixed in standard and legal and program documents of higher education institution [3-4].

The purpose of student's self-government in Buketov KarSU is creation of conditions and guarantees for self-realization, spiritual, cultural, creative development, disclosure of personal and leader potential of students.

The purpose is realized in a complex of objectives, among which: involvement of student's youth of university in social practice; development of a real form of student's democracy by the corresponding rights, opportunities and responsibility; development of social activity of student's youth; increase of legal culture and formation of respect for fundamental values of statehood; protection of the rights and legitimate interests of student's youth; stimulation of student's initiatives; development of leadership skills and abilities to work in team; ensuring continuity of generations of the academic community.

Student's self-government at Buketov Karaganda State University as one of forms of work on realization of the state youth policy is carried out on the basis of the following principles:

- *principle of systematicness* which assumes the coordinated work of student's associations directed on realization of problems of formation of professionally prepared and socially active youth;

- *the principle of recognition of priority of interests and requirements of student's youth* as special social and demographic group, the assuming account and purposeful development of various interests and needs of students, their abilities and talents;

- *the principle of independence and activeness* in the organization of student's life, realization of the state youth policy of the Republic of Kazakhstan;

- *the principle of democratization* assuming such system of the relations between all participants of teaching and educational process which is based on continuous expansion of the rights and powers, and also duties and responsibility of all his subjects (administration, pedagogical and student's collectives);

- *the principle of self-government and direct participation of student's youth* of KarSU in realization of youth policy, in public, cultural, sports life of university;

- *the principle of voluntariness of participation in different types of extracurricular activities* providing a freedom of choice of a kind of activity, participation in public and cultural life of university according to the interests and abilities;

- *the principle of association* which is realized in creation voluntary student's associations for the joint solution of questions on improvement of quality of student's life;

- *the principle of formalization* consisting in a regulation of the activity of student's associations formalized in the relevant documents – the Charter, the Provision etc.;

- *elective principle* on the basis of which bodies of student's self-government are formed on an elective basis;

- *principle of representation* providing, on the one hand, representation of all faculties in bodies of student's self-government; with another – performance of student's self-government of the functions by bodies from a name, on an assignment and in interests of students of higher education institution;

- *principle of autonomy* according to which student's self-government independently defines an order of the functioning, expanding thus not only the rights, powers and competences, but also and responsibility;

- *principle of corporation* according to which student's self-government, being part of corporate culture of university, its academic traditions, can't exist out of it.

These principles realized in unity, interrelation and interconditionality define characteristic features of student's self-government at Buketov Karaganda State University and distinguish it from other forms of educational work.

The main functions of student's self-government at Buketov Karaganda State University is the following:

- representation of interests of students before administration of university: introduction of suggestions for improvement of teaching and educational process, student's life, research work of students, participation in the solution of social and legal problems of students, preparation for consideration of the management of university of reports, recommendations within the competence;

- representation of interests of students of university out of it at the interuniversity, regional, regional, republican levels;

- coordination of activity of the student's groups and formations operating at university;

- interaction with administration, heads of the structural divisions of university which are carrying out training and educational work with students on various aspects of activity

- informing students, administration, teachers, staff of university on various aspects of student's life;

- participation in formation of the standard-right base of various spheres of activity of students and their active inclusion in public, cultural work;

- formation and training of a student's asset from among new representatives of faculties of university.

Student's self-government at Buketov Karaganda State University provides interaction of his subjects realizing the functions at the level of student's group, a course, faculty, university. They are:

- monitors of the academic groups;

- council of monitors;

- Committees on youth affairs of faculties;

- Student's ombudsman (public advocate);

- Student's Parliament;

- Student councils of hostels;

- International cultural center;

- clubs on interests;

- creative groups;

- Student's labor exchange;

- Staff of student's building, labor and pedagogical groups;

- student's group of volunteers;

- student's group of protection of a law and order;

- «World of youth» newspaper.

The bodies of KarSU student's self-government created in the form of student's public association as representation of regional, regional, republican student's associations:

- Alliance of KarSU students;

- Youth wing (subdivision) of KarSU "Zhas Otan";

- Youth school of public service.

Functioning of KarSU bodies of student's self-government at the different levels finds optimum mechanisms and solutions of problems of student's youth forces of students, allows to develop their initiative not only within educational group, a course, faculty, educational institution, but also beyond its limits, raises a role and the importance of the consolidated student's opinion, student's initiatives at the level of the city, areas and the republics.

The full support of student's initiatives, activity of bodies of student's self-government from the faculty of university considerably promotes realization of the state youth policy, democratization of the university environment, possibility of real participation of student's youth in many-sided life of higher education institution, active communication with representatives of local government, public organizations.

Efficiency of student's self-government decides by a ratio of goals and objectives on the reached results. As criteria of an assessment of efficiency of student's self-government the following is recommended:

- stability of activity of bodies of student's self-government;

- representation in bodies of student's self-government of students of all faculties;

- the social importance and efficiency of the initiated and realized projects and programs;

- extent of participation of bodies of student's self-government in non-learning life of educational institution;

- degree of knowledge of students of activity of bodies of student's self-government;

- having interuniversity, interregional and international relations.

Thus, in the conditions of reforming of an education system, the entry of Kazakhstan into the Bologna Process, democratization of the educational environment and consolidation of the academic community student's self-government is one of effective forms of work of higher education institution on formation of

professionally prepared, socially active and responsible youth capable to development and realization of the initiatives answering to major problems of development of Kazakhstan.

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ПРОБЛЕМЫ СТАНОВЛЕНИЯ ВЫСШЕГО ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ В КАЗАХСТАНЕ (НА ПРИМЕРЕ КАРАГАНДИНСКОЙ ОБЛАСТИ)

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В статье освещены проблемы становления и развития высшего педагогического образования в Казахстане на примере становления и развития Учительского института в г. Караганде. Статья повествует о трудностях в формировании материально-технической базы, особенностях комплектования педагогических кадров Учительского института в конце 30- 40- х годов XX века. Показан достойный вклад первого высшего педагогического учреждения региона в обеспечении учебных учреждений Казахстана педагогическими кадрами, о значимой роли профессорско-преподавательского состава в общественно-политической жизни г. Караганды в годы Великой Отечественной войны и первые послевоенные годы.

Ключевые слова: высшее образование, Республика Казахстан, Карагандинская область, педагогические кадры.

30-е годы XX века стали для Карагандинской области временем широкомасштабных процессов модернизации. Неизбежность преобразования общества, обусловленное ролью региона как сырьевой базы и ключевого звена в решении стратегических задач Советского Союза в годы индустриализации, обусловило быстрый рост его населения. Так, согласно данным Всесоюзной переписи 1939 г. оно составило 418 316 чел. Караганда стала областным центром (1936 г.), вокруг которого начала формироваться самая крупная городская агломерация Казахстана, включившая в себя впоследствии 10 городов – спутников, не считая многочисленных посёлков городского типа.

Индустриальное преобразование общества требовало широкого распространения культуры и образования среди населения. Решение этой задачи было не из легких, ибо наталкивалось на нехватку средств, персонала и помещений. Из-за недостатка учителей, в 1930 г. практически каждый, кто имел семь классов образования, мог работать учителем. В конце 1930 г. в Караганде открылось 33 пункта по ликвидации неграмотности с преподаванием на казахском языке. В качестве преподавателей из Алма-Аты прибыло 50 студентов-казахов, которые осуществляли эту работу. К участию в работе по ликвидации неграмотности привлекались также инженерно-технические работники. Результаты не замедлили сказаться: только в 1936 г. в Караганде было обучено 2 037 неграмотных и 1798 малограмотных рабочих и членов их семей [1].

В начале 30-х годов XX в. в Карагандинской области стало развиваться школьное образование. В отчёте Карагандинского района, за период от 1 апреля по 1 августа 1931 г., говорится о наличии 4-х школ – в Большой Михайловке, Тихоновке, Новой Узенке, Зеленой балке и предполагалось в 1931-1932 гг. расширить школьную сеть, открыв в Караганде 17 школ первой ступени и по одной школе дополнительно в вышеуказанных посёлках и одну в системе фабрично-заводского обучения. Открывались школы и при шахтах. В большей части это были школы с обучением на русском языке, предназначенные для детей прибывающего к новостройкам населения. Всего за период с 1930 по 1940 годы было построено 29 общеобразовательных школ, в которых обучалось 22158 учащихся Караганды [2]. Контингент учащихся школ региона постоянно рос, а педагогов не хватало. В это время педагогические кадры комплектовались из учителей, приезжавших из других регионов СССР. В 1935 году в школах города Караганды преподавали 26 учителей с высшим образованием, в 1937 году – 79. Непосредственно на территории области учителей готовило лишь одно учреждение –