

мы обучения – видеолекции – требуют от преподавателя коренного обновления, как методики преподавания, так и содержательной стороны всего процесса обучения.

Использование визуального воздействия на сознание обучающегося открывает перспективы для совершенствования и развития образовательных технологий и нуждается в дальнейших научных исследованиях.

Для студентов с нарушением слуха разработанный дистанционный курс по начертательной геометрии постоянно дорабатывается и добавляются, обновляются необходимые материалы.

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### КОНТЕКСТНЫЙ ПОДХОД ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ (НА ПРИМЕРЕ РЕСПУБЛИКИ КАЗАХСТАН)

### CONTEXTUAL APPROACH IN TEACHING A FOREIGN LANGUAGE AT THE NON-LINGUISTIC UNIVERSITY (ON THE EXAMPLE OF THE REPUBLIC OF KAZAKHSTAN)

**Abstract.** The article reveals the possibilities of a contextual approach in a foreign language teaching at the non-linguistic university. It reflects the functions, principles of contextual learning.

**Аннотация.** В статье раскрываются возможности контекстного подхода в обучении иностранному языку в неязыковом вузе. В ней отражены функции, принципы контекстного обучения.

**Keywords:** context, contextual approach, principles of contextual approach, foreign language, non-linguistic university, educational activity.

**Ключевые слова:** контекст, контекстный подход, принципы контекстного подхода, иностранный язык, неязыковой вуз, учебная деятельность.

One of the important goals of organizing language education in a non-linguistic university of the Republic of Kazakhstan is the provision of a professional communicative orien-

tation of the content of education, taking into account the current requirements for foreign language and socio-cultural training of future specialists.

However, practice shows that many graduates of non-linguistic universities (in particular, universities in Kazakhstan) have trouble in terms of professional communication in a foreign language. Theoretically, the origins of this problem go back to the main contradiction of any professional education - the transition from teaching to practical activity, which is explained by the fact that "mastering professional activity should be provided within the framework and means of a qualitatively different - educational activity" [1, p. 75].

The implementation of the contextual approach as one of the leading directions of modernization of vocational education, including language training, presupposes reliance on a specific psychological and pedagogical theory. A number of criteria should characterize such a theory: have the necessary power, explain the patterns of the professional educational process, integrate education and upbringing, have the property of technology, be recognized by the scientific pedagogical community, and be understandable to the mass teacher. The contextual learning theory developed by A.A. Verbitskii and his followers meets the above requirements [2, p. 84]. Let us briefly recall its main provisions.

*Contextual learning* is such learning in which in the language of sciences and with the help of the entire system of didactic forms, methods and means, traditional and new, the subject and social content of the future professional activity of a specialist is modeled.

The category "context" is understood as the concept of internal and external conditions of human life and activity, influencing the perception, understanding and transformation of a particular situation by him, giving meaning and significance to this situation, its components as a whole. Taking into account the subject and social contexts is a condition for the semantic influence of the student's future professional activity on the process and the results of his educational activity.

Having defined the features of the contextual approach, we turn to its consideration in teaching foreign languages, which is presented in the works of L.I. Burova, O.A. Grigorenko, M.I. Mamoletova, Yu.V. Maslova, etc. We adhere to the position of the authors in the fact that this approach contributes to the enhancement of communication capabilities; mastering professionally oriented vocabulary; development of skills to generalize, comment, express your point of view; practical mastering of role behavior in situations of foreign language communication.

It should be noted the principles of contextual learning, which include:

- 1) The principle of psychological and pedagogical support of the personal and semantic inclusion of a student in educational activities;
- 2) The principle of sequential modeling in the educational activities of students of the integral content, forms and conditions of professional activity of specialists;
- 3) The principle of the problematic nature of the content of learning and the process of its deployment in the educational process;
- 4) The principle of the adequacy of the forms of organization of educational activity of students to the goals and content of education;
- 5) The principle of the leading role of joint activities, interpersonal interaction and dialogical communication of the subjects of the educational process (teacher and students, students among themselves);
- 6) The principle of a pedagogically grounded combination of new and traditional pedagogical technologies;
- 7) The principle of openness, i.e. use of any pedagogical technologies proposed in the framework of other theories and approaches to achieve specific goals of teaching and upbringing in the educational process of a contextual type;
- 8) The principle of the unity of training and education of the personality of a professional [4, p. 239].

The introduction of contextual learning requires the introduction of certain changes in the content of foreign language education.

1. Based on the definitions of training models given by A.A. Verbitskii, we represent the semiotic model in the form of verbal and written texts containing information that the student must assimilate.

In teaching foreign languages, such a model is implemented through texts and speech situations. They form the necessary communication basis for the development of speech and social skills; explain the functioning of the language in the form adopted by its native speakers and in a natural social context. At this stage, special attention should be paid to the following tasks: the subject's awareness of communicative intention, the analysis of the communicative situation, the primary planning of speech behavior, etc. The educational-speech situation, topic, problem contribute to the emergence of a communicative-cognitive motive for speaking and communicative intention.

2. A simulation-training model is a simulated situation that requires analysis and decision-making based on the information received. Students are offered a wide variety of activities that are closest to their abilities and inclinations. In the proposed tasks, the social and cultural component of the content is gradually expanding; the tasks are formulated as problematic, requiring creative thinking activity and independence of students. In the foreground are tasks of an "open" nature (with an undetermined result), tasks, the fulfillment of which allows students to act in accordance with their own life orientations. For this, socially sharpened educational and speech situations are created, in which students independently program speech actions, set goals related to the implementation of social and communicative tasks, influence a communication partner, independently assess the degree of success of speech interaction.

3. A socially teaching model is a typical problem situation that is analyzed and transformed in the joint activities of students. This is where students take on specific roles. In a situation of role-based communication with real or imaginary speakers of the target language, students gain experience in establishing relationships with representatives of this culture, experience of a benevolent attitude towards people, regardless of race, nationality, position in society, and personal qualities. They learn to respect other peoples and their traditions. Socially colored experience, that is, close to real communication, will allow schoolchildren and students to use effectively the acquired social and communication skills and abilities, as well as qualities, abilities, strategies, etc. outside the learning language environment [3, p. 10].

Contextual teaching of foreign languages is aimed at solving a number of professional and communicative tasks:

1) Removal of communication barriers, activation of creative communication capabilities, stimulation of spontaneous foreign language speech;

2) The formation and development of motives for the implementation of professional communication activities;

3) Active assimilation of professionally oriented vocabulary and speech cliches for their subsequent use in situations of professional communication;

4) Development of skills to operate with knowledge and new information on the topic in specific situations of professional communication;

5) Mastering the skills of communicative interaction, the development of appropriate communicative tactics;

6) Development of skills to generalize, analyze, comment, express their point of view on professionally significant issues;

7) Practical mastering of role behavior in situations of professional communication;

8) The implementation in foreign language communication and interaction of professional communicative functions of the future specialist [5, p. 22].

Implementing a contextual approach in teaching a foreign language, it is necessary to form professionally oriented competence and sustainable motivation among students, teach a foreign language in the context of a future profession, giving knowledge that will form the

ability to perform professional activities. It should be remembered that the subject and social aspects of future professional activity should be central factors influencing the selection and content of academic disciplines, and the use of teaching technology.

Thus, the implementation of a contextual approach in teaching a foreign language helps to more objectively and more accurately determine one's professional activity, develop cognitive and professional motivation, and stimulates the development of professional abilities of future specialists.

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### **ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ МЕТОДОВ ОБУЧЕНИЯ В ТЕХНИЧЕСКОМ ВУЗЕ**

### **APPLICATION OF INNOVATIVE TEACHING METHODS IN A TECHNICAL UNIVERSITY**

**Аннотация.** В процессе поиска педагогических технологий, отвечающих требованиям нового времени, появился термин инновационное обучение. Использование инновационных методов активного обучения вызывает у студентов мотив интереса к учебе, что позволяет создать атмосферу творческого обучения и параллельно решать ряд задач: учебных, воспитательных, развивающих.

**Abstract.** In the process of searching for pedagogical technologies that meet the requirements of the new time, the term innovative teaching appeared. The use of innovative methods of active learning arouses in students the motive of interest in learning, which allows creating an atmosphere of creative learning and simultaneously solving a number of tasks: educational, developmental.

**Ключевые слова:** инновационное обучение, педагогические технологии, обучение, процесс, студент, технический вуз.

**Key words:** innovative teaching, pedagogical technologies, teaching, process, student, technical university.

Одна из основных задач инновационных методов – это организация учебного процесса в форме диалога, что поможет студентам научиться выражать свои мысли, анализировать проблемные ситуации и находить эффективные пути их решения. Такие методы позволяют повысить уровень образования, развивают студентов, формируют навыки и умения, которые будут использоваться ими в дальнейшей профессиональной деятельности.