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## **NEW APPROACHES IN THE EDUCATION SYSTEM**

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According to the majority of teachers (V.P.Bespalko, V.M.Monakhov, D.B.Elkonin, etc.) traditional authoritarian pedagogy has revealed its insolvency. The ideal of traditional pedagogy comes down to a system of control over certain and unambiguously prescribed actions of students: repetition, memorization, reproduction, imitation, etc. - creation of rigid conditions for students. A number of researchers (T.P. Zaitseva, V.M. Monakhov, G.K. Selevko and others) identified the negative aspects of the classroom-lesson system [6]:

- Weakening positive motivation;
- increase in the number of children's stresses;
- Decrease in the level of confidence in one's abilities;
- Deterioration of systematicness in knowledge;
- Decrease of interest in knowledge;

-Unconscious attitude towards their abilities;

-Inadequate self-esteem.

All this is a consequence of the discrepancy between the frontal-group way of learning and the individual nature of information assimilation. The success of modern education is impossible without a revision of the traditional educational process: its content, forms, methods of learning, the organization of student activities. Hence the increased interest in modern pedagogical technologies, which are more focused on the learner than on the training discipline, are built taking into account the interests, aptitudes, capabilities of the student, and guarantee a minimum level of learning, ensure repeatability, reproducibility of results.

All modern pedagogical technologies presuppose recognition of the student's individuality, which is determined largely by the focus of his development [3].

When using modern pedagogical technologies in the educational process we observed:

-increased level of learning motivation;

-It is easier for a child to study because the tasks are composed according to his/her level of knowledge;

-the level of "I-concept" increases: the strong ones gain confidence in their abilities, the weak ones get an opportunity to experience success in studies, they get rid of the inferiority complex;

-The teacher can help the weak and pay attention to the strong;

-There is no need to lower the overall level of teaching;

-It is possible to work more effectively with difficult pupils who do not adapt well to their own norms;

-The level of activation of students in the lessons, as well as directly to the subject increased [4].

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Due to objective and subjective reasons, structural changes in the educational system of the Republic of Kazakhstan are marked by major trends: first, the emergence of new types of educational institutions; second, the emergence of non-governmental educational institutions, especially responsive to the educational demand of the population [7].

The traditional school for the most part has undergone significant changes. For the modern school reform has developed by organizational and legal forms in:

1. the proclamation of lyceums, gymnasiums, baccalaureate;
2. state and non-state educational institutions;
3. specialization in programs of aesthetic, linguistic, technical and other directions.

A key figure in the reform of the educational system is the teacher as the creator of the pedagogical process, as the bearer and subject of the general and professional culture. This is how the problem of updating teacher education, its ideology, content, and technology arises.

The teacher as the subject of the pedagogical process is the main actor of any changes in the education system. The processes of radical transformation in the modern school require the teacher to reorient his activities to new pedagogical values, adequate to the nature of pedagogical creativity.

In a rapidly changing world and with increasing flows of information, fundamental subject knowledge is a necessary, but not sufficient, goal of education. Students need to master not just the sum of knowledge, skills, and abilities, which was the focus of the education system (knowledge-centrism). It is much more important and difficult to instill in students the ability to independently obtain, analyze information for maximum self-realization and useful participation in society (competence) [4].

In the "State Program of Education System Development in the Republic of Kazakhstan for 2005-2010," it is noted that Kazakhstan's education system continues to develop in conditions of outdated methodological basis, structure and content, not allowing it to take its rightful place in the world educational space [1]. The purpose of the program is to modernize the national system of multilevel education based on the priorities of the Strategic Development Plan of the Republic of Kazakhstan 2015 to improve the quality of human resources training and meeting the needs of individuals and society.

The new approaches of the education system in modern conditions are:

- ensuring access to quality education for all segments of the population;
- Improving the regulatory framework for the functioning of the national education system based on further democratization of education management;
- Upbringing of Kazakhstani patriotism, tolerance, high culture, respect for human rights and freedoms;
- Priority development of the state language;
- Updating the content and structure of education on the basis of national traditions, global experience and principles of sustainable development;
- Transition to 12-year general secondary education, restructuring of the system of vocational education and training;
- Creation of an integral three-stage training model (bachelor's degree - master's degree - doctoral degree) based on an accumulating credit system of education;
- improving the quality of training of highly qualified and competitive staff for all sectors of the economy;

- Integration with the world educational space;
- Creation of a national system for assessing the quality of education;
- Formation of a unified educational information environment;
- Improvement of teaching-methodical and scientific support of the educational process;
- Strengthening the material and technical base of the education system;
- Integration of education, science and industry;
- Creation of mechanisms for attracting resources from sectors of the economy to improve the quality of education;
- Increasing the social status of teachers, improving the financial and human resources of the education system, and the training of education managers;
- ensuring the balance of state, public and personal interests in the system of multilevel continuing education [2].

The educational process should be aimed at:

- Formation of the need and ability to independently obtain and apply knowledge in practice, purposeful and systematic initiation to scientific ways of knowledge;
- Development of the student as a personality and subject of activity, formation of valuable life reference points;
- Upbringing of respect to the national culture, formation of openness in relation to other cultural origins;
- Formation of the basic concepts of market economy and quality, the ability to apply them in practice;
- providing pre-profile training at the basic general education level and profile training at the secondary general education level.

The new state general education standard of secondary general education will establish a system of national goals of education focused on the result in the form of the basic competence of graduates.

To implement the above-mentioned new approaches in the education system one of the necessary conditions is the introduction of new pedagogical, information and health-saving teaching technologies.

Consequently, modern pedagogical technologies are personality-oriented and contribute not only to the successful assimilation of the subject matter, but also to the development of the Person in the spiritual and creative plan.

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### **MODERN TRENDS IN LANGUAGE EDUCATION**

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Many scholars characterize the 21st century as a time of interpenetration of different cultures in different areas and spheres of society - politics, business, economics, art, and education. The processes of globalization and internationalization, the information openness of the world allowed millions of